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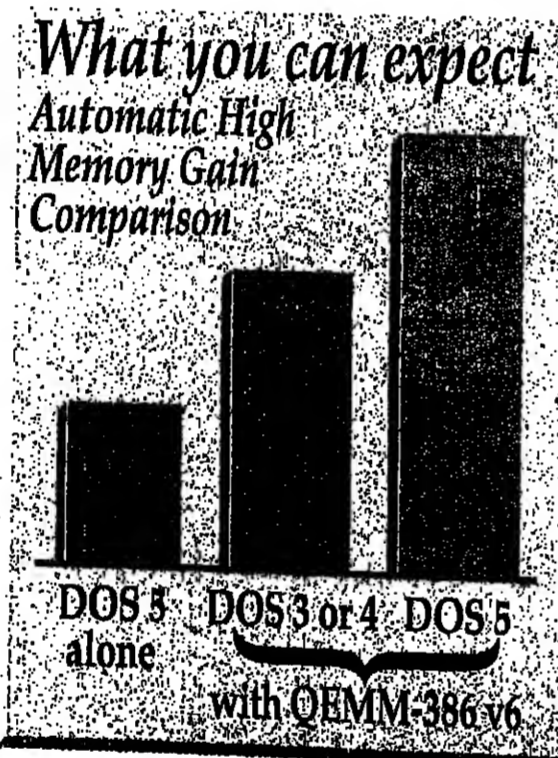
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This Week in The Chronicle

February 12, 1992

Research

USING OZONE IN THE NORTHERN HEMISPHERE
A large concentration of chlorine monoxide in the atmosphere could lead to a significant depletion in the protective ozone layer over the U.S. and Europe: A6

MARK TWAIN PROJECT IN JEOPARDY
A move by the NEH to cut costs in long-term documentary projects could cloud the future of an effort to edit Twain's works, scholars say: A7

ECONOMISTS OFFER ADVICE ON RECESSION
Many say the government should spend less time dwelling on the recession and more effort on solving the long-term problems of the economy: A8

HOW TO AID SOVIET SCIENTISTS
The United States should help scientists in the former Soviet Union by employing them here, not by shoring up their devastated research laboratories: B1

Publishers' interest in minority cultures grows: A6
Press announces award competition for book on Lincoln: A6
Renaissance humanists revived interest in Archimedes: A10
Muscular-dystrophy gene varies symptoms of disease: A10
Study finds economy may bring defections from GOP: A10
57 new scholarly books: A11

Teaching

LITERARY THEORY AND IDEOLOGICAL CONFLICTS
"Politicized" ways of teaching can enhance, not lower, the quality of literature classes. Point of View: A48

Computing

SUCCESSFUL PACKAGE: TEXTS AND SOFTWARE
A new publishing product—commercial software combined with business-related textbooks—is catching on around the country: A19

Legis copyright law said to hinder book preservation: A19
Electronic-books movement is called unstoppable: A19
Project aims to help mathematics and science reform: A19
Tennessee black colleges seek improved library access: A20
On-line project moves to correct typographical errors: A20
1,400 keyword mistakes found in catalog at Adelphi U.: A20
Four new computer programs; three new optical disks: A22

Personal & Professional Concerns

PLAGIARISM
A scholar admits that his use of unattributed material was a mistake—unintended, he insists—but academe's response leaves major questions unsettled: A1
Critics ask: Is higher education prepared to take a stand on what is allowable? A13

A LEADER IN WOMEN'S STUDIES RESIGNS
Amid complaints about her management style, Elizabeth Fox-Genovese has stepped down as head of the program at Emory U.: A13

AFFIRMATIVE-ACTION TROUBLE AT MILWAUKEE
As state and federal officials examine its practices and procedures, the U. of Wisconsin at Milwaukee is reorganizing its affirmative-action office: A18

THE BUSINESS OF AMUSEMENT PARKS
A university librarian prowls the nation's amusement parks to take the measure of an industry's technology and thrills: A5

'FAIR USE' FOR COURSE MATERIALS
The copyright law should be modified to avoid the inconvenience, delays, and costs involved in seeking permission to make photocopies today. Opinion: B3

Ethics panel drops inquiry against U. of Oregon president: A4
Investigation angers women at Northwestern U.: A4
Postage stamp honors W. E. B. DuBois: A5
University sets 'accountability' policy on relationships: A13
UCLA to decide status of Chicano-studies program: A13



Financial pressures may force the Mark Twain Project at the U. of California at Berkeley to curtail its efforts to publish definitive versions of the author's work: A7

Federal & State Governments

CANDIDATES SPEAK OUT ON HIGHER EDUCATION
The Chronicle surveys five of the Presidential candidates and finds key differences on many issues important to colleges and universities: A26

APPEALS COURT RULES AGAINST MINORITY AID
A decision by a federal court may make it more difficult for public colleges to offer scholarships restricted to members of minority groups: A23

U.S. MAY GET TOUGHER ON ACCREDITING AGENCIES
The Education Department is considering rules that would increase its regulation of the groups while making it easier for colleges to form new ones: A23
A panel recommended that recognition of the Middle States Association be renewed for four years: A24

HEAD OF BLACK-COLLEGES EFFORT OUSTED
Robert K. Goodwin, head of a White House program on black colleges, reportedly has been dismissed: A23

SENATE PANEL ATTACKS FETAL-TRANSPLANT BAN
Legislation to overturn a White House ban on using federal funds for research on fetal-tissue transplants advances in the Senate: A23

LONG-TERM PLAN FOR NIH ELUDES SCIENTISTS
Asked to help the National Institutes of Health develop a long-term strategy, 75 top scientists are impeded by agenda changes and confusion over their role: A25

PUBLIC-COLLEGE FUNDS CUT IN MID-YEAR
The lingering recession has led to mid-year budget reductions at public colleges and universities in 22 states: A30

Foley won't support making Pell Grants an entitlement: A23
Technology Initiative is set to open: A23

Athletics

ASHE ON BLACK ATHLETES: NO MORE 'EXCUSES'
The former tennis star, who has established an association to counsel black high-school athletes, wants colleges to raise academic standards for them: A37

TUFTS U. CENTER IS U.S. OLYMPIC BASE
Part of a medieval monastery in Talloires, France, now an American university center, is headquarters for the American team during the Winter Games: A37

No football next fall for U. of Arkansas at Pine Bluff: A37
Football conferences agree on a championship plan: A37
More college football players head for the pros: A37
30 institutions under NCAA sanctions: A38
Felony charge would bar students from activities: A39
Official resigns over handling of rape charge: A39

Finance

ENDOWMENT EARNINGS STILL SLOWING
For the second consecutive year, a national survey has found decreasing gains by college funds: A31
Fact file: Value of 395 endowments: A32

AAUP blames 'administrative bloat' for colleges' woes: A31
Berkeley cancels Charter Day observance: A31
Two gifts worth \$15-million promised to Juilliard: A32
Yale U. receives \$10-million for its art gallery: A34
Trustee gives Northwestern U. \$10-million for teaching: A34
North Carolina State U. promised \$11-million: A34
Anonymous donors make challenge to Cornell U.: A34
Taiwanese companies pledge \$10-million to MIT: A34
Foundation grants: gifts and bequests: A33

Students

HATE-SPEECH CODES ARE RARELY ENFORCED
Campus administrators say the controversial policies are used primarily as a deterrent: A35

Institute requires some to take job-hunting course: A35
How medical students handle issues of death, dying: A35
U. of Florida issuing safety checks and certificates: A35
Florida students march in state capital to protest cuts: A4
Black columnist rolls Pennsylvania State U.: A4
Michigan State student arrested for gambling operation: A5
Rose Bowl trophy stolen, returned to U. of Washington: A5
Graduates of Middlebury celebrate on the slopes: A5

International

A WINDFALL FOR EAST EUROPEAN SCHOLARS
After decades of restrictions, historians in formerly Communist countries now have greater access to official documents than many scholars in the West: A1

SUMMIT IN SOUTH AFRICA
At a meeting next month, anti-apartheid organizations hope to reach agreement on how to map the future of education in the country: A43

ISRAELI UNIVERSITIES FIGHT SOFTWARE PIRACY
To settle a suit brought by a computer company, three universities are trying to prevent the illegal use of programs on their campuses: A43

THE FATE OF SCIENTISTS FROM THE SOVIET UNION
It is wiser to hire them to work in the West than to try to restore their decaying enterprise. Opinion: B1

Police remove some strikers from Spanish university: A41
Prince Charles to establish architecture institute: A41
Village in Pakistan to be named Cornell: A41

Arts

'SONGS OF MY PEOPLE'
A new book, *Songs of My People: African Americans: A Self-Portrait*, accompanies an exhibition of 150 photographs taken by 50 black photojournalists: B64

Gazette

Appointments and resignations in academe: A44
Deaths: A45
Calendar of coming events and deadlines: A45

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MARGINALIA

Headline in *Florida Today*:
PARENTS BACK ABSTINENCE
IN THE CLASSROOM
Killjoys!

An old friend of this department, Irving R. Warner, reminded us the other day of a long-ago feature of ours featuring college and university mergers and the names that resulted from them. With his reminder came these new merger candidates:

"The obvious one," he told us: "Olive Harvey College and Pitt Community College."

"Then there's the merger of Mount Vernon College, Upsala College, George Fox College, and Hunter College: Mount Up for the Fox Hunt College."

"Next, there's St. John's, St. Paul, and Carson-Newman College, merging to become St. Johnny Carson-St. Paul Newman College."

"And finally, Humboldt College, Sonoma State College, Barstow College, Rock Valley College, and Rollins College, which, when merged, become Hum Some Bars of Rock and Roll College."

"No one else may find it funny," writes Allen Nilsen, of Arizona State University, "but we did when my husband received a Princeton University Press catalogue sent to DON L. CHAIR."

LINGUISTICS PROGRAM
ARIZONA STATE UNIV
"Since he's not in that position anymore, it would have been more accurate if they had at least addressed him as 'Comfortable Chair' or 'Antique Chair.'"

A letter that we received last week from American Express assures us: "While you're traveling, our extensive network of more than 1,700 travel locations around the world will give you extra piece of mind."

We'll give you a piece of ours, if you don't watch out.

From the *Non-Profit Legal & Tax Letter*:

"According to the *New York Times* (1/13/92), the audit of 14 universities by federal auditors has shown that such universities inappropriately billed the government several million dollars for housing, personal items, travel and entertainment, and other activities unrelated to research. Some of the universities affected are Emory University, University of Michigan, Dartmouth, and Washington University. Some of the errors include membership in a yacht club and airfare for wives of college presidents to the Grand Cayman Islands to attend a meeting of investors, chauffeurs and drivers."

At least they were democratic about it.

—C.G.

In Brief

Ore. ethics panel drops inquiry against president

SALEM, ORE. — The Oregon Government Ethics Commission has dropped an inquiry into whether Myles Brand, president of the University of Oregon, breached a state ethics law by giving the wives of two mayors free trips to a college football game.

Originally the ethics commission charged that Mr. Brand had broken a law that forbids government officials from giving gifts valued at more than \$100 to someone with an "administrative" interest in the official's institution. The charge arose after Mr. Brand invited the wives of the mayors of Eugene and Springfield, Ore., to be part of the university's official party at the 1989 Independence Bowl game. The wives' trips cost \$1,358 each.

Mr. Brand argued that while the university might have had an interest in decisions made by Eugene, where the university is located, and by nearby Springfield, he "did not personally stand to gain a thing." An official said the panel had dropped the matter because it had become clear no resolution would be reached.



Florida students march to protest cuts

TALLAHASSEE, FLA. — About 3,500 students from Florida's nine, four-year public universities marched on the Capitol here last week to protest further reductions

in the state's higher-education budget. The Legislature has taken \$154-million from higher education since August 1990, and an additional \$45-million in cuts are

pending. As a result, course offerings and library hours have been reduced, maintenance budgets have been cut, and enrollment caps have been instituted.

Student columnist calls white people 'devils'

STATE COLLEGE, PA. — A black reporter for the student newspaper at Pennsylvania State University here has enraged some on the campus with a column that said "white people are devils" and that urged black people to arm themselves.

In an opinion-page column last month, Chino Wilson, a sports writer for *The Daily Collegian*, also wrote that white people created AIDS as a "diabolical plot to exterminate black people."

University administrators harshly criticized the column. Josh Thomas, president of the university, said in a statement that Mr. Wilson's column "is based on emotion and misinformation." Although Mr. Thomas said the campus newspaper had a right to print it, he called the decision to do so "irresponsible."

Kevin Naff, opinion-page edi-

tor of the *Collegian*, said the paper had received more than 130 letters and dozens of phone calls about the column. A few people protested outside the paper's offices (below). Mr. Naff, who is white, said the reaction against the column showed "the paranoia of whites about blacks."



Correction, clarification

A list of sports programs under investigation (*The Chronicle*, January 29) incorrectly included Boise State University. While the university sent the National Collegiate Athletic Association information about its foundation in response to a question from an NCAA staff member, it is not under investigation by the association.

A story on conflicts over the use of government bonds for reli-

gious colleges said that Regent University asks applicants to sign a statement of faith (*The Chronicle*, January 22).

The statement that applicants sign is not the university's statement of faith, but a sentence stating that the applicant has read the university's statement of faith and is "committed to receiving an education in accordance with that statement."



Postage stamp honors black scholar

ATLANTA — A 29-cent postage stamp honoring W. E. B. Du Bois, the activist and scholar who wrote *The Souls of Black Folk* while teaching at Atlanta University last month, Du Bois taught at Atlanta from 1897 to 1910. He also started *Phylon: A Review of Race and Culture*. Atlanta merged with Clark College in 1988 to become Clark Atlanta University. The stamp is part of the Postal Service's Black Heritage Series.

Dormitory room as gambling den

EAST LANSING, MICH. — A student at Michigan State University has been charged with running a gambling operation out of his dormitory room.

Campus police seized \$2,000 in cash from the room of Robert Nardone, a sophomore. They also took records showing that students had bet between \$20 and \$300 on college and professional sports events. The records showed that some students owed Mr. Nardone up to \$10,000. An investigation is continuing into the operation.

Mr. Nardone was arrested by the campus police, charged with two felony gambling violations,

and taken to the East Lansing jail. He was later released after posting \$10,000 bond.

If convicted of the charges, Mr. Nardone faces a maximum of five years in prison and \$10,000 in fines.

Canadian students steal Rose Bowl trophy

SEATTLE — A group of students from the University of British Columbia stole the University of Washington's 1992 Rose Bowl trophy—apparently as a prank.

The trophy, three feet high and worth approximately \$3,000, was returned to the campus police at the U.S.-Canadian border by members of the Royal Canadian Mounted Police.



From here, it's downhill all the way

MIDDLEBURY, VT. — More than 1,000 graduates of Middlebury College celebrated the attainment of their degrees last week with a traditional ski run in graduation regalia. Admin-

istrators at the bottom of the hill handed out certificates congratulating them, but the students will have to return to the campus in May for the official graduation ceremony.

PORTRAIT

Carousels and Roller Coasters



Judith A. Adams: Her interest in parks grew out of reading about Chicago's 1893 World Columbian Exhibition. "People came from everywhere to see it—27 million people in 1893."

By LAWRENCE BIEMLER
AUSTELL, GA.

In front of Monster Plantation, a Tara-esque house of horrors, stands a large revolving Cheerios box with a sign announcing that Monster Plantation is sponsored by General Mills. Lord knows why—an amusement park's house of horrors isn't exactly an Olympic event, or even a segment from television's "American Gladiators." But Judith A. Adams points to the potential for a captive audience: The Cheerios box turns beside a maze of metal railings through which snake lines of people waiting to get inside.

"The maze things are a Disney invention, so that when the park is busy you seem to keep moving instead of getting impatient," says Ms. Adams, author of *The American Amusement Park Industry: A History of Technology and Thrills* (Twelve, 1991). "Here, of course, the TV's would also keep you occupied," she adds, nodding at one of the monitors that bring cartoons, commercials, and announcements to people in lines in every corner of Six Flags Over Georgia.

Change Is Essential

When there are lines, that is, today there are not, not at Monster Plantation or any of Six Flags' other myriad attractions. The weather is chilly and drizzling. But such conditions do not deter Ms. Adams, director of the Lockwood Library at the State University of New York at Buffalo, from exploring a park she's never visited.

"Six Flags recently bought itself out from a conglomerate," adds Ms. Adams, noting that some of the park's buildings look a little shabby around the edges. "Upkeep, maintenance, and constant change are absolutely essential to bring people back. Sixty per cent of Disney's park revenue goes back into the parks. Ditto Knott's Berry Farm."

Such statistics betray the fact that Ms. Adams wrote *The American Amusement Park Industry* for a series of college business-history textbooks. The only obvious consequence is that the book has somewhat fewer photographs than its

predecessor and thoroughly captivating narrative deserves.

Ms. Adams says her interest in amusement parks grew out of reading about Chicago's 1893 World Columbian Exhibition. "People came from everywhere to see it—27 million people in 1893." They enjoyed the world's first elevated railway, the first moving sidewalk, and George Washington Gale Ferris's original Ferris Wheel—264 feet tall and equipped with 36 cars, each big enough for 60 passengers. The exhibition was also the first large-scale user of alternating current. Ms. Adams says amusement parks "were conduits for the acceptance of electricity."

The American Psyche

Ms. Adams did much of her research in libraries, but she also visited parks old and new. Cedar Point, in Sandusky, Ohio, was her favorite—she stayed in the park's 1905 Hotel Breakers and "felt like a 19th-century person going on holiday." She also did her duty as a scholar by riding several of "the scariest" of Cedar Point's 10 roller coasters, including the Magnum XL-200, which now holds the record as the tallest and fastest roller coaster in the world.

In her book, Ms. Adams traces not only the technological advances that eventually produced triple-corkscrew roller coasters but also the links between amusement parks and the changing psyche of America. Coney Island's first attractions, for instance, included George C. Tilyou's Steeplechase Park, in which eight wooden horses raced along a hilly, curving track. The horses each seated two, often a man and a woman—such closeness providing a thrill of its own in Victorian times. Other attractions shot gusts of wind beneath ladies' dresses or threw patrons off balance and into each other.

In the 1920's, by contrast, many transatlantic companies built family-oriented amusement parks at the end of suburban streetcar lines. On hot summer nights, parents and children climbed aboard open-sided cars to enjoy picnics, musicians,

carousels, roller coasters, and penny arcades. For the first time, alcoholic beverages and gambling were prohibited.

Ms. Adams attributes the decline of amusement parks in the 1950's to urban decay, which made many of the old, close-in parks seem unsafe, and to the rise of television, which brought entertainment right into the home. Walt Disney, she says, recognized in turn that the new park he wanted to build in Southern California should be accessible only by car, to prevent poorer people from coming. He also realized that it could recreate in three dimensions the characters Americans were seeing on their television screens.

Later came the theme parks, replete with flume rides, commercial tie-ins, television monitors, and so much more: "Americans need to be bombarded with stuff hitting their senses," Ms. Adams says. "Nobody even thinks about the experiences they've had."

Now—after an uncertain decade of acquisitions, selloffs, and buy-outs during which many of the biggest parks changed hands several times—Ms. Adams says the amusement-park industry is in need of another genius like Disney or Tilyou. And she predicts that the next big advances in park technology will bring ever more effective simulations of reality to various rides, games, and challenges.

8 Horses Abreast

Late in the afternoon, on a remote hill beyond Six Flags' Splashwater Falls ride, Ms. Adams comes upon an enclosed 1908 carousel built for Chicago's Riverview Park, which closed in 1967. The carousel, 163 feet in diameter, is one of only three ever built with five horses abreast—a total of 70 animals carved by one of the masters of the art, Leo Zoller. The music is taped and scratchy, and the senses are in no way bombarded. A handful of kids and their parents join Ms. Adams on the carousel, and it begins to turn. In the glow of hundreds of electric bulbs, the horses prance and rear like painted thoroughbreds.

Scholarship

Interest in publishing books concerned with America's minority cultures continues to grow.

This month the University of Oklahoma Press will begin publishing a series of books devoted to new American Indian literature and criticism.

It joins several established series on American Indian subjects from presses at the Universities of Arizona, Nebraska, New Mexico, and Oklahoma itself. But, in emphasizing the flowering of new American Indian fiction and poetry in recent years, the Oklahoma series takes off in a different direction.

"This is an area that's been so brilliant in the last couple of decades," said Gerald Vizenor, professor of Native American studies at the University of California at Berkeley, who is himself an American Indian fiction writer and literary critic.

Mr. Vizenor, who is general editor of the new series, said it would not include reprints of American Indian literary works or historical fiction that treated American Indian life as a "cultural artifact," but would focus on new novels and short-story collections that make "imaginative new use of tribal myths, history, and experience."

Similarly, the critical side of the series will focus on comparative and theoretical considerations of such topics as oral narratives and problems of translation. Serious critical and interpretive work on American Indian literature is relatively new, Mr. Vizenor said, but is now a field that is "growing and exciting and truly good-natured."

Abraham Lincoln's birthday this week calls attention to the fact that the 16th President and the Civil War generally continue to be objects of enduring fascination.

The Southern Illinois University Press and the Abraham Lincoln Association have just announced a new annual competition for book-length non-fiction manuscripts on Lincoln and his era. The winner will receive \$1,000 and a book contract from the press.

The contest, said John Y. Simon, professor of history at Southern Illinois and head of the panel of judges, is designed to put the press and the association "at the forefront of Lincoln scholarship."

Last week, two scholarly studies—*The Destructive War: William Tecumseh Sherman, Stonewall Jackson, and the Americans*, by Charles Royster of Louisiana State University, and *Fredrick Douglass*, by William S. McFeely of the University of Georgia—were awarded the annual Lincoln Prize for outstanding work on the President or the Civil War.

The \$50,000 prize, which the two authors will split, is administered by Gettysburg College. It was inaugurated last year, when the first award was given to Ken Burns for his widely hailed documentary *The Civil War*.



Financial Pressures and Demands by NEH Put Future of Twain Project in Jeopardy

By KAREN J. WINKLER

Severe financial problems may force the Mark Twain Project at the University of California at Berkeley to curtail its efforts to publish definitive versions of the author's work and correspondence.

Twain scholars, who were given the bad news at the annual meeting of the Modern Language Association in San Francisco, say cuts in the project could seriously harm their research.

"We were shocked," says Pascal Collet, Jr., a professor of English at Southern Methodist University and president of the Mark Twain Circle, a scholarly group. "Over the last 15 to 20 years, it has become increasingly clear that Mark Twain is central to an understanding of 19th-century thought and culture, but now the editorial work we need to study him is in danger."

Robert H. Hirst, general editor of the Twain Project, which is located at Berkeley's Bancroft Library, says "the situation is so fragile, shutting down is a real possibility."

Pressure to Reduce Costs

The crisis has been triggered by a combination of factors—some of them typical of the problems faced by most historical and biographical editing projects in the United States and others unique to the Twain Project.

The project's editors say the National Endowment for the Humanities, which has given their project more than \$4-million since the 1960's, is pressuring them to reduce costs. Endowment officials, they say, have warned them that their most recent

request, for two-year support totaling \$635,580, may not be granted.

To accommodate the NEH's suggested cuts in both editorial annotations and the number of volumes planned, the Twain Project has modified its grant application and is proposing the publication of 36 rather than 52 more volumes. Since the early 1960's, the project has completed 20 volumes of Twain's work. It is also trying to reduce the reference material in its volumes of Twain's letters and works and is contemplating publishing only selected letters written after the mid-to-late 1880's, by which time the author had already produced his major works.

Twain scholars fear that the cuts recommended by the NEH would eliminate authoritative sources on which they depend. Says Shelley Fisher Fishkin, a professor of English at the University of Texas at Austin: "The research that goes into the Twain volumes provides one of the best sources of information that scholars have on Twain. If the project cuts back, we all lose."

Another factor destabilizing the Twain Project is its relationship with the University of California. Unlike some documentary editing efforts, it does not have close ties to the university. None of its editors have joint appointments in university departments. Berkeley provides office space and the administrative costs of operation, as well as two editorial salaries, but no other direct subsidy. To make matters worse, the death in 1990 of the Bancroft Library's long-time director, James D. Hurt, a major fund raiser for the project, slowed efforts to obtain outside money for the project.

Some of those problems reflect the ambiguous status of long-term documentary efforts in the U.S.—and in the field of liter-

ary criticism. Most of the big projects—such as the papers of the Founding Fathers of the Republic and editions of American authors such as Twain and Melville—date only to the 1950's and 1960's, and do not have as long a tradition of outside funding as documentary projects in countries such as France, where the government has long supported them. Federal funds have flowed to U.S. projects only since the mid-1960's, when the NEH and the National Historical Publications and Records Commission began to make grants.

Says Richard A. Ryerson, editor in chief

"The research that goes into the Twain volumes provides one of the best sources of information that scholars have on Twain. If the project cuts back, we all lose."

of the Adams Papers: "In the last few years, more and more documentary projects have begun to compete for funds, as scholars have become interested not just in well-known literary or political figures, but also in papers in newer fields, such as women's history or black history."

Foundations Are Leery

At the same time, he adds, federal support has not kept pace with inflation, and foundations have become increasingly leery of the costs of long-term editorial work.

"Today, all of us in documentary editing are facing serious financial problems," Claire del Real, a spokeswoman for the

NEH, says the endowment wants to cut costs in several of the documentary projects it finances. "We are also telling other projects, in addition to Twain, to streamline," she says.

Literary editions, in particular, appear to be caught between two conflicting trends.

Some Unique Difficulties

On the one hand, "textual scholarship has become more sophisticated, and a lot more research and annotation goes into a project today," says Joel A. Myerson, a professor of English at the University of South Carolina and a past president of the Association of Documentary Editing. On the other hand, he adds, "it's sometimes hard to generate support for these projects in the English profession: Today's literary theorists are delighted to have accurate editions, but not to give credit to the people who produce them."

The Twain Project's Mr. Hirst says that Berkeley's English department, which is known for its literary theorists, "has, for the most part, not been interested in our historical and biographical work, and not guided their students to us."

The Twain Project also faces some unique difficulties. While many of the other editions of 19th-century authors that the NEH has supported are now nearing completion, the Twain editions are not expected to be finished for at least 17 years. That is partly because Mark Twain was a prolific writer: He left at least 12 works that scholars consider major, between 4,000 and 5,000 pieces of journalism, and some 10,000 known letters. The project publishes volumes of Twain's letters, as well as scholarly and trade editions of his works.

Moreover, new materials continue to

Continued on Page A9

Large Concentration of Ozone-Destroying Chemicals Discovered by Scientists Over Northern Hemisphere

WASHINGTON Scientists have detected high levels of chlorine monoxide over the Northern Hemisphere, a condition that, they believe, may accelerate the depletion of ozone over the earth's most densely populated regions.

At a news briefing at the National Aeronautics and Space Administration here last week, two teams of researchers reported finding "exceptionally high levels" of chlorine monoxide in mid-northern latitudes last month.

Their finding, they said, raised the possibility that the protective layer of ozone, which shields the earth from harmful concentrations of ultraviolet radiation, could diminish this winter over the United States, Canada, and Europe.

The forecast alarmed Bush Administration officials. They reportedly plan to push at an international meeting in April for

more rapid reductions in chlorofluorocarbons.

Each spring for the past three years, researchers have detected temporary losses of ozone above Antarctica of as much as 50 to 60 per cent. Chlorine monoxide, a gas formed in the stratosphere from reactions involving chlorofluorocarbons and other industrial chemicals, has been found to be responsible for much of that ozone depletion, which is often referred to as the Antarctic ozone hole.

Scandinavia and Northern Eurasia

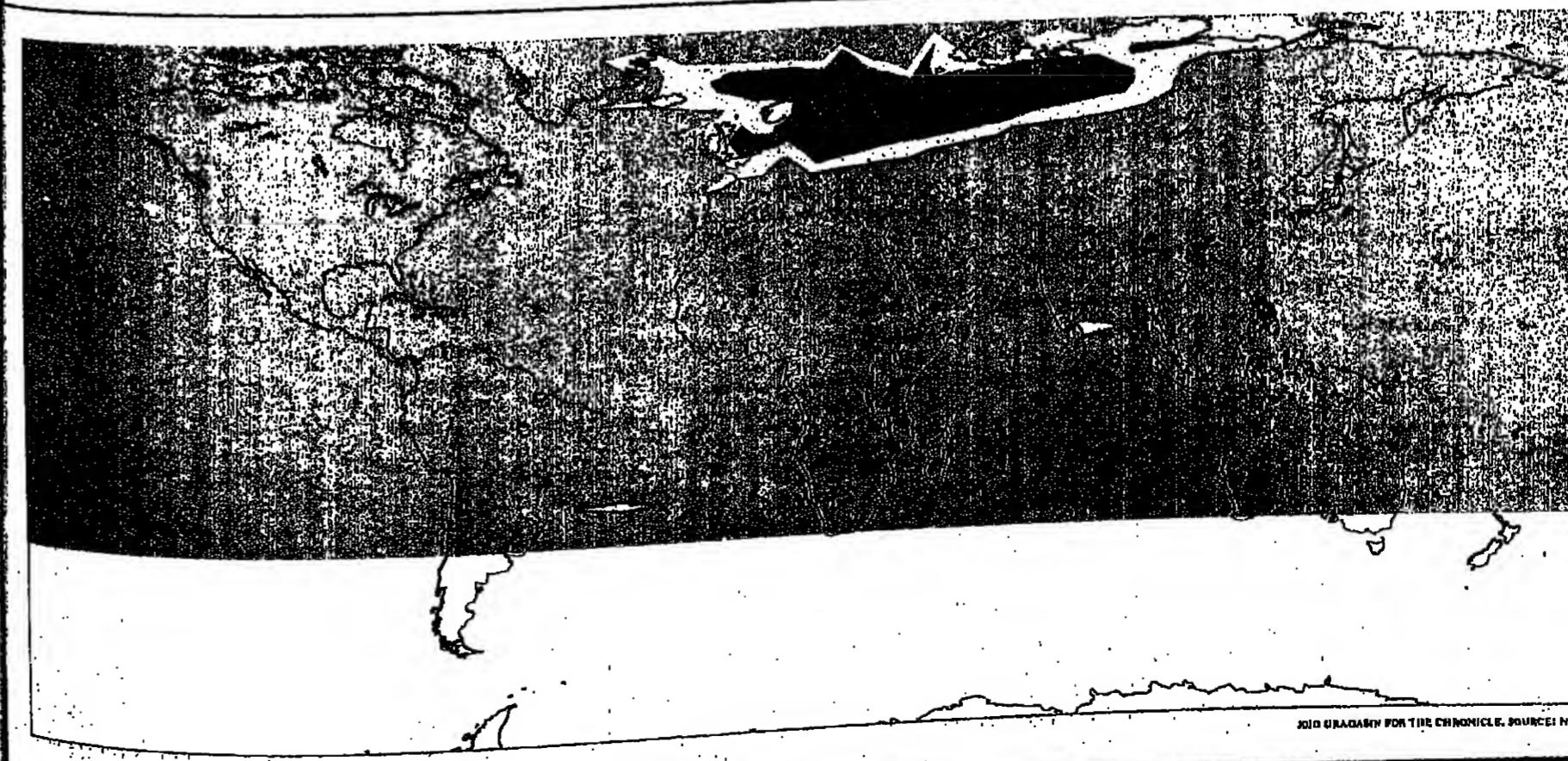
Using NASA's Upper Atmosphere Research Satellite, a team of researchers headed by Joe Waters of the California Institute of Technology's Jet Propulsion Laboratory reported high levels of chlorine monoxide on January 11 over Scandinavia and Northern Eurasia, including the cities of London, Moscow, and Amsterdam.

Mr. Waters said the levels of chlorine monoxide that the satellite detected over those cities—about one part per billion—was comparable to that found in Antarctica and could lead to the development of a similar ozone hole over the Arctic, as well as significant ozone depletions over other regions of the Northern Hemisphere.

The team—which included researchers from the Georgia Institute of Technology, Oxford University, the State University of New York at Stony Brook, York University in Canada, and the Universities of Michigan, Colorado, and Washington—also

Continued on Page A10

This map shows the distribution of the ozone-destroying chlorine monoxide on January 11. Red represents the highest concentration of the chemical; yellow indicates moderate levels; and blue, the area scanned by a NASA satellite.



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Spend More Time on Long-Term Problems and Less on Recession, Economists Advise Nation's Leaders

By CHRIS RAYMOND

Economics scholars offer two admittedly unpopular messages about the current recession: It is not as severe as many have made it out to be, and government leaders should spend less time dwelling on it and more time tackling the real problems of the economy.

Their messages haven't changed even though the recession and how to deal with it promise to dominate debates in Congress and in the Presidential campaign over the coming months.

The recommendation to let the recession take its natural course but to act on the long-term economic problems reflects a broader issue among economists: whether or not government can intervene effectively in the economy.

Economists say that there always have been cycles of fashion within their discipline, as the profession alternates between an emphasis on "non-intervention"—usually represented by monetarist economists—and an emphasis on activism. Now the profession seems split, dominated neither by activists nor by non-activists.

Many economists say their models have failed to predict changes in the economy. That shortcoming, combined with the challenge of a new theoretical approach that questions the efficacy of government intervention, has lessened the status of activist economists.

The result, says Allan H. Meltzer, a professor of economics at Carnegie Mellon University, is that "there is a real split in the profession" between interventionists and non-interventionists.

Warning Signs Were Evident

Many economists, of all persuasions, believe the recession is not as severe as the news media have portrayed it.

One of them is Robert M. Solow, a professor of economics at the Massachusetts Institute of Technology and the winner of the 1987 Nobel Prize in economic science.

Arguing that the recession has not caused economists to doubt their understanding of the economy, Mr. Solow says: "Nothing has happened to suggest anyone needs to reconsider fundamentals."

The evidence is twofold. First, most economists say that, in hindsight, the warning signs of a recession were evident: namely, "structural imbalances," including overbuilding of commercial real estate and overexpansion of the banking industry.

Second, such economists say, on nearly every conventional measure used to gauge a recession's severity—such as the unemployment rate and drops in manufacturing output—the recent downturn is not as severe as the previous recession of 1981 and 1982.

In contrast to the views of many academic economists, some economists in private industry regard the current recession as a signal of deeper changes as the United States shifts to a service economy. "Anyone who says that the recession isn't raising fundamental issues is wrong," says Stephen M.

Roach, an economist at Morgan Stanley & Company in New York.

Mr. Roach argues that the recession is accelerating the elimination of white-collar jobs and reflects a profound change in the structure of the American labor force.

Other economists concerned about the recession question if the standard measures of unemployment understate the number of jobs lost during the recession.

Pressure From Campaign

Because the current recession, at least by conventional measures, is comparatively mild and may, like all recessions, help to rid the economy of inefficiency, some economists say that it would have made sense economically, if not politically, to let it take its course.

But the pressure of a Presidential campaign, argues Robert M. Gordon, a professor of economics at Northwestern University, means that "politics is winning out over sensible economics."

Nevertheless, some of the same economists who want to let the recession take its course argue for action on a different front. They want politicians to tackle the knotty long-term problems weakening the U.S. economy, which the recession has underscored.

Some economists, argues Mr. Gordon, have used the recession to push for some form of fiscal policy—using the federal government's purchasing power and tax policies to influence the economy by, for example, providing tax incentives to increase investment, or disbursing money to rebuild the country's infrastructure or im-

prove education. "Sensible ones, including me, are saying, 'Ah, this is a rear window to get in some of our long-run goals,'" says Mr. Gordon, who serves on a committee at the National Bureau of Economic Research that dates the start and end of recessions.

Among economists' long-run concerns, articulated most recent-

"By the time the government gets around to an action—like a tax cut—it either doesn't work or is counterproductive."

ly at last month's annual meeting of the American Economic Association in New Orleans, are increasing Americans' rate of savings (one of the lowest in the industrialized world), fostering increased business investment in new technologies, enhancing productivity, and repairing the nation's aging infrastructure.

Most economists agree that the 1970's were the heyday of a "hands off" economic philosophy. Frustrated by the inability of standard fiscal policies to pull the economy out of the recession in 1974, and influenced by the rise of monetarism, many economists turned away from economic intervention.

"The notion that you can keep pushing the same buttons" to fix the economy came to be questioned, says Daniel Zabronsky, a

labor economist with the Commerce Department's Bureau of Economic Analysis.

Monetarists, generally regarded as economic "non-activists," argue that all that is needed to keep a market economy on track is to maintain a stable rate of growth in the nation's money supply and to make sure that fiscal policies do not throw the government's budget out of balance. The money supply is the responsibility of the Federal Reserve Board.

Economic events after the 1974 recession once again shifted thinking on the relative merits of fiscal and monetary policy, scholars say. Some economists, including Mr. Gordon—a "non-monetarist" who otherwise declines to categorize himself—came to doubt monetarism's underlying premise.

For one thing, he says, economic events in the late 1970's and mid-1980's ran counter to what monetarists predicted would happen following changes in the money supply.

Furthermore, the deregulation of the banking industry and the rise of electronic financial transactions gave rise to new forms of monetary exchange. Monetarists found it increasingly difficult to define and measure the money supply, let alone make sure it grew at a steady rate, notes Mr. Zabronsky.

But Mr. Meltzer of Carnegie Mellon, a leading proponent of monetarism, questions its critics.

The fact is, he says, no school of economic theory correctly predicted the economic events of the 1980's.

"If anything failed," he says, "it was the ability to use systematic analysis to make economic forecasts."

"Rube Goldberg Gimmicks"

As the recession has dragged on longer than expected, it has prompted economists to propose ideas that Mr. Solow of MIT describes as "Rube Goldberg gimmicks" to negotiate a path between stimulating consumption now but promoting saving over the long run. Mr. Solow is known for his work on long-term economic growth and fiscal policy, and is considered an economic activist.

Even some economists who in general have been critical of specific fiscal policies—such as Alan S. Blinder, a professor of economics at Princeton University—have argued for a mix of fiscal and monetary policies to address some of the underlying problems that the recession is bringing to the surface.

The range of suggestions reflects the deeper search for useful policies by economists who admit having been chastened by the unpredictability of the economy and who acknowledge how different each recession is from the last.

Over the last decade, an increasing number of economists have come to believe, based on the theory called rational expectations, that it may not be possible for the government to control economic events.

In essence, explains Mr. Zabronsky, rational expectations followers argue that people act on their expectations of government policy, even before the policy is implemented. To take a simplified example, rational expectations

economists point out that if the Federal Reserve announces that it will sharply tighten the money supply tomorrow, the financial markets act on the information and drive up interest rates even before the policy is implemented.

"What the theory means," says Mr. Zabronsky, "is that by the time the government gets around to an action—like a tax cut—it either doesn't work or is counterproductive."

Long-Term Problems

As a result of the new thinking of rational expectations, Mr. Meltzer says he senses that "economists are less likely to think they can intervene in the economy." At the same time, he adds, a large group of economists continue to be activist by nature.

Whatever their doubts about the efficacy of government economic policy, most economists—including Mr. Meltzer—argue that the real effort of policy makers should be focused on the long-term problems, particularly productivity.

Manufacturers pared their work forces by nearly two million during the 1980's, to increase productivity and respond to overseas competitors. The result was an average annual increase in manufacturing productivity of 3.8 per cent during the 1980's.

Now, similar "downsizing" is under way in service industries, which had helped to absorb the loss of manufacturing jobs, says Mr. Roach of Morgan Stanley. Mr. Roach has published scholarly articles about the restructuring of the service sector's work force.

He agrees with academic economists that the recession and the restructuring of the work force do not share the same causes. But Mr. Roach also thinks that "there is a sea change going on in the U.S. economy," similar to that which occurred during the shift from agriculture to manufacturing. The recession, he says, "makes it even tougher" to make it through that change successfully.

Mr. Roach points out that by 1990 the service sector accounted for 75 per cent of the nation's jobs, up 20 per cent from 1970, so job losses in that sector are now felt more deeply than in the past. That may account for the attention being paid to white-collar unemployment in the current recession, despite the fact that proportionately far fewer white-collar than blue-collar workers have lost their jobs, economists say.

This recession, says Mr. Roach, has prompted service-sector employers to speed up the process of paring their work forces. It also has prompted economists to step up efforts to redefine their measures of productivity to take into account work in the service sector, says Mr. Zabronsky.

"Two years from now, it will be ancient history," says Robert E. Lucas, Jr., a professor of economics at the University of Chicago, of today's focus on the recession.

Perhaps, say some economists. Nonetheless, economics scholars—even if they are less certain than in the past of their ability to direct the economy—hope that the same won't be the case for the attention paid to the deeper problems of the American economy.

Scholarship

Scholarship

Fiscal Pressures Jeopardize Future of Twain Project

(Continued From Page A7)

Last year, for example, a new and reportedly final version of the first half of Twain's *Adventures of Huckleberry Finn*, widely considered among the papers of James Fraser Gluck, one of the 19th-century directors of a library in New York State. Litigation over the ownership of the manuscript is expected to be resolved within a few weeks.

Victor Doyno, a professor of English at the State University of New York at Buffalo, has read the manuscript and says that the changes Twain made in it provide "one of the best examples in the world of a creative artist at work."

Mr. Hirst says the Twain Project is asking the NEH for money to revise the editions of *Huckleberry Finn* it has already published.

Lengthy Notes

The Twain editors are also committed to painstaking annotating and editing. They have, for example, developed a system called "plain text" that allows them to show, in readable form, Twain's original words and subsequent corrections, and they provide lengthy biographical and historical notes.

Reviews of the published volumes have been generally favorable. While panelists evaluating applications for the NEH have sporadically voiced concern over the time and cost of editing the Twain volumes, until recently most have recommended financing them.

An April 1991 letter from the NEH to Mr. Hirst, however, warned him that some reviewers had given the project's previous grant proposal low marks because of "concern about the number of years needed to complete the editing and the expense of supporting it for decades to come."

"You should also know that the Chairman of the Endowment and members of the National Council on the Humanities have on occasion discussed what the appropriate commitment of the Endowment might be to any long-term edition," the letter said.

In particular, the endowment has urged the project to cut back the amount of annotation in its volumes, to select only some letters and minor works for publication, and to consider placing other material on microfilm or compact disks.

'Such a Central Figure'

Ms. del Real of the NEH says that "the concern is coming from the scholarly community, where there is a growing consensus that scholars want these things finished."

Mr. Hirst does not blame the endowment. "It has been a good friend in the past," he says, "and now is feeling the financial pinch." Nevertheless, he and other supporters of the project disagree with the NEH's recommendations.

Lawrence I. Berkove, a professor of English at the University of Michigan at Dearborn, argues that publishing only selected letters and works would undermine scholarly knowledge of American culture. "Twain was such a central figure," he says, "and had such extensive contacts, his work and his corre-

spondence offer one of the best indices we have to 19th-century culture."

He adds: "How can the project decide which letters are important before it takes the time and money to do the research?"

Many scholars say they are concerned that what is at stake is not just the publication of volumes, but the research and expertise of the eight editors who work on the Twain Papers, the world's largest collection of material by and about Mark Twain.

"The question we are asking is, Who is going to support the editorial research?" says Ms. Fishkin of the University of Texas.

Mr. Hirst says he is nervous about the NEH's proposal to put some material on compact disks because "the only way that would save much money would be if we used it for unedited material."

"My concern is that that's what the endowment is anticipating," he continues.

'It Seems Odd'

Supporters of the project also say that the NEH is overstating negative reviews. They say that even in the evaluations for the project's last grant, for 1990 to 1992, the majority of reviewers recommended against cutting the project.

"When we discussed the issue at

several different sessions at the NEH meeting, I heard no one calling for significant changes," says Mr. Doyno of SUNY at Buffalo.

South Carolina's Mr. Myerson adds: "It seems odd that NEH's chairman is talking today about the importance of traditional literary texts in the curriculum, and at the same time additional funding is not going into NEH's program that supports production of those texts."

Mr. Hirst expects to hear about the fate of the project's two-year grant request in the next few months. In the meantime, he is putting together a proposal asking the University of California for more support, and the Mark Twain Circle is calling on scholars to help raise funds for the project.

William J. McClung, humanities

editor of the University of California Press, which publishes the Twain volumes, says that "what the Mark Twain Project really needs is for someone to set up a private endowment that it could use for the next 20 years, and then turn over to another project."

He says that while his press has not been putting pressure on the Twain Project to scale back, "it's a judgment call whether any American institution, a press or NEH, can finance this degree of quality editing indefinitely."

"The real problem," says Mr. Doyno, "is that this country doesn't know how to invest in the humanities. We'll support short-term work, but are not used to thinking about long-term cumulative projects."

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Robert M. Solow, a professor of economics at MIT: "Nothing has happened to suggest anyone needs to reconsider fundamentals."

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A Syntactic Analysis of Sea Island Creole, by Irma A. Alexee (University of Alabama Press; 180 pages; \$17). Analyzes the grammatical system of Gulfport, Sea Island Creole, an English-based language spoken by black inhabitants of islands off the South Atlantic coast of the United States, and to a lesser extent, adjacent mainland coastal regions.

LITERATURE

The Birth of Popular Culture: Don Juan, Mabel Marlin, and Robin Hood, by Tom Hayes (Duke University Press; 207 pages; \$28.95). Focuses on Ben Jonson in a study of the relationship between the authorial profession and the "dissemination" of popular culture; includes discussion of *The Sea Shepherd*, *Dr. A. Tale of Robin Hood*, a play he was writing at the time of his death in 1637.

The Collected Poetry of Helen Mirra, edited by Kathleen Schell (University of British Columbia Press; 436 pages; \$60 U.S.). Annotated edition, with critical essays, of poems by the English writer who lived from 1909 to 1957.

Contesting the Subject: Essays in the Postmodern Theory and Practice of Biography and Biographical Criticism, edited by William H. Epstein (Purdue University Press; 251 pages; \$30.50). Includes original essays on such issues in biographical writing and criticism as identity, authorship, and intentionality.

Deliberate Criticism: Toward a Postmodern Humanism, by Stephen R. Yarrubrough (University of Georgia Press; 200 pages; \$30). Develops an approach to humanistic criticism for the postmodern era.

The Haunting of Sylvia Plath, by Jacqueline Rose (Harvard University Press; 312 pages; \$24.95). Explores the American poet's status as a figure of controversy and fascination in both popular and scholarly circles since her death by suicide in 1962.

A History of Russian Literature, by Victor Terras (Yale University Press; 672 pages; \$45). Covers the period since the 11th century.

Hellen Hours, by Henry James, edited by John Auchard (Pennsylvania State University Press; 424 pages; \$29.95). Annotated edition of a collection of 22 essays written from 1872 to 1908.

The Letters of Samuel Johnson, edited by Bruce Redford (Princeton University Press; Volumes I: 1721-1772 (431 pages; \$29.95); Volume II: 1772-1780 (389 pages; \$29.95); Volume III: 1777-1781 (399 pages; \$29.95). The first three books in a projected five-volume edition of the letters of the 18th-century English writer; the series will include previously unpublished material as well as complete texts of previously expurgated writings.

Metaphysical Wit, by A. J. Smith (Cambridge University Press; 282 pages; \$24.95). Explores the central role of wit in the work of English metaphysical poets from Donne to Marvell; argues that "metaphysical wit" was essentially different from other forms of wit current in Renaissance Europe.

Popular Narratives and Ethnic Identity: Literature and Community in "Die Abendschule", by Brent O. Peterson (Cornell University Press; 320 pages; \$36.95). Discusses a journal published for the German immigrant community in the United States from 1854 to 1940.

Sport in Australian Drama, by Richard E. Rotherham (Cambridge University Press; 272 pages; \$59.95). Describes the depiction of sports in Australian theater, and later film, since 1788; shows how the celebration of sports champions and events has contributed to cultural perceptions of war, work, nationhood, and masculinity and femininity.

Wallace Stevens and the Literary Canon, by John Timmerman Newcomb (University Press of Mississippi; 304 pages; \$32.50). Uses the American poet as a case study of the mechanisms and process of literary canonization.

Women as 'Nobody' and the Novels of Fanny Burney, by Joanne Cuttina-Gruy (University Press of Florida; 169 pages; \$24.95). Explores the English writer's concern with "female namelessness," a perspective that becomes explicit with the heroine "Incongruity" in her 1814 novel *The Wanderer, or, Female Difficulties*.

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The Ends of Human Life: Medical Ethics in a Liberal Polity, by Ezekiel J. Emanuel

(Harvard University Press; 320 pages; \$34.95). Develops a "liberal communitarian" approach to dealing with such medical ethical issues as informed consent, euthanasia, and the just allocation of medical resources.

To the Ends of the Earth: Women's Search for Education in Medicine, by Thomas Neville Barker (Harvard University Press; 244 pages; \$34.95). Traces European and American women's efforts to obtain training as physicians, in their own countries or abroad, from 1850 to 1914.

PHILOSOPHY

The Liberal Self: John Stuart Mill's Moral and Political Philosophy, by Wendy Donner (Cornell University Press; 256 pages; \$15 hardcover, \$12.95 paperback). Focuses on how the English philosopher's concept of the "self" unifies his moral and political thought.

POLITICAL SCIENCE

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Character versus Federalism: The Dilemmas of Constitutional Reform, by Alan C. Cairns (McGill-Queen's University Press; distributed by University of Toronto Press; 160 pages; \$34.95 U.S. hardcover, \$12.95 U.S. paperback). Examines the effects of political reform in Canada since the passage of the 1982 Constitutional Act, which amended the British North America Act and introduced the Charter of Rights and Freedoms.

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France's Overseas Possessions: The Departments of Territories d'Outre-mer, by Robert Aldrich and John Connell (Cambridge University Press; 368 pages; \$69.95). Discusses constitutional change, economic development, cultural identity, and other topics in a study of French Guiana, Martinique, New Caledonia, and other French overseas departments.

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FELLOWSHIPS, CALLS FOR PROPOSALS

The William B. Wisdom Grants in Aid of Research

Through the generosity of Adelaide Wisdom Benjamin, the Thomas Wolfe Society of America is pleased to announce the establishment of the William B. Wisdom Grants in Aid of Research. These grants are designed to aid scholars and students engaged in research on Thomas Wolfe and are to be used for travel and living expenses for applicants who plan to work with the William B. Wisdom Collection of Thomas Wolfe in the Houghton Library, Harvard University. Consideration will also be given to applicants who wish to use the Thomas Wolfe Collection in the University of North Carolina at Chapel Hill. Candidates at work on Ph.D. dissertations are especially encouraged.

Grants up to the amount of \$1,000 will be awarded annually. Letters of application, submitted in triplicate, should include a description of the proposed research project, an estimate of expenses, and a curriculum vitae that should indicate any previous writing or publication on Thomas Wolfe or earlier research on the projected study. Approved applicants are expected to submit a final report on the research that was carried out and, later, two copies of any publications resulting from the research.

Proposals must be submitted by April 1.
Awards will be announced June 1.
Letters of application should be sent to Richard S. Kenady, chairman of the award committee, c/o Temple University, Dept. of English, Anderson Hall, Philadelphia, PA 19122.

The Rollo May Center for Humanistic Studies of Saybrook Institute announces its inaugural REQUEST FOR PROPOSALS

A single grant for \$20-25,000 will be awarded for studies that examine prevailing assumptions about human beings and their social systems. In 1992, studies should focus on History, Anthropology, and/or Mythology.

The deadline for submission of proposals is March 31, 1992, and the grant recipient will be announced June 15, 1992.

For further information and the Request for Proposal, call or write: The Rollo May Center for Humanistic Studies, Saybrook Institute, 1550 Sutter Street, San Francisco, CA 94109; 415/441-8034.

Abmanson & Getty Postdoctoral Residents Fellowships

The UCLA Center for 17th- & 18th-Century Studies and the William Andrews Clark Memorial Library announce the creation of a theme-based fellowship program. Awards will be made for participation in the Center's curriculum, comparative research projects. The theme for 1992-93 is "Constructing the Body in the 17th & 18th Centuries." Topics: Politics and the Body, Representing the Body, Science and the Body, Performing the Body.

Resident Scholars who received their Ph.D. in the last 5 years and are engaged in research pertaining to the theme. A maximum of 3 and a maximum of 3 academic quarters. In residence at UCLA and the Clark Library. Stipend: \$9,000 per academic quarter.

Contact Center for 17th- & 18th-Century Studies, 1100 Glendon, Ste. 1948, Los Angeles, CA 90024
Phone: 310-206-8552 Fax: 310-206-8577
APPLICATION DEADLINE: 16 MARCH 1992

To Box

Under a proposal being considered at the University of Wisconsin at Superior, a professor and student who had a romantic or sexual relationship would both "bear the burden of accountability."

The proposed policy conflicts with new guidelines passed by the regents of the University of Wisconsin System. The system's "Statement on Consensual Relationships" places the burden of accountability squarely on "the individual with the power in the relationship."

All campuses in the Wisconsin system must develop such statements by the end of 1991-92. The policies cover any romantic or sexual relationships in which "a power differential" exists, such as those between professors and students or supervisors and subordinates.

Supporters of the policy proposed at the Superior campus say they want to expand the system's version to make it more fair.

Some members of the University Senate at Superior say that the system's approach places an unfair implication of guilt on faculty members or the person with the greater power in a relationship, says Myron O. Schneider, chairman of the affirmative-action committee that approved the policy in December. Some also feel strongly that the policy should not infringe on their personal freedom and right to privacy, he said.

The University Senate at Superior is expected to consider the issue this month.

After two years of debates and protests, the chancellor of the University of California at Los Angeles is expected to decide this spring whether Chicano studies should become a department or remain an interdisciplinary program.

Students, faculty members, and Latino community groups have been pressuring the university to create a department (*The Chronicle*, May 1, 1991). Proponents say a department with its own faculty and budget would have greater stability and would secure a place for Chicano studies in the curriculum.

Last month, the university's provost said he favored building up the current Chicano studies program over several years before determining whether to change its structure. But a week later, students and community activists rallied around a new proposal for a department and presented it to Charles E. Young, the university's chancellor. The proposal was drafted by faculty members now teaching in the Chicano studies program. Mr. Young had said he would consider only departmental proposals that came from the faculty.

In a statement, Mr. Young said he was "open to persuasion" if "a strong consensus emerges from UCLA's faculty that a department is the best structure."

Personal & Professional



James B. Gardner of the AHA: Improper use of another scholar's work is a problem—regardless of the excuse.



Thomas Mallon, who wrote a book on plagiarism: "The reform is going to have to come from the professional organizations."

Critics Question Higher Education's Commitment and Effectiveness in Dealing With Plagiarism

By CAROLYN J. MOONEY

A recent rash of plagiarism cases has sensitized academic institutions and learned societies to the problem and prompted some to adopt new and tougher policies. But many scholars, whistle blowers, and institutions say the handling of academic plagiarism remains uneven and, in many cases, ineffective.

While there is no evidence to suggest that scholarly plagiarism is on the rise, some scholars say they are frustrated nonetheless because they think the academic community doesn't take seriously enough an offense that is the very antithesis of what scholars do.

Taking a Stand

"The bottom line is, if we don't take a stand on plagiarism, what the hell do we take a stand on?" says Drummond Rennie, a professor of medicine at the University of California at San Francisco and an editor of *The Journal of the American Medical Association*.

Among the recent cases that have attracted attention: Revelations that the Rev. Martin Luther King, Jr., had plagiarized substantial portions of his doctoral dissertation, awarded by Boston University in 1955, shocked the scholarly world. Last fall, a university panel upheld the finding, first made public by Stanford University researchers at the Martin Luther King, Jr., Papers Project.

The dean of Boston University's Col-

lege of Communication, H. Joachim Martre, resigned in July after acknowledging that, in a commencement speech, he had inadvertently used several passages of an article without citing its author. He remains on the university's faculty.

Scholars are locked in an angry dispute over allegations that Stephen B. Oates, a history professor at the University

of Massachusetts at Amherst, plagiarized portions of a widely praised Lincoln biography. Mr. Oates has said he was convicted by "a kangaroo court" that failed to recognize that the similarities in question were part of a "common body of recorded knowledge." Twenty-two prominent scholars who reviewed the case issued a

Continued on Page A16

Continued on Page A18

Continued on Page A18

Continued on Page A18

Continued on Page A18

Continued on Page A18

Continued on Page A18

Continued on Page A18

Continued on Page A18

Continued on Page A18

Continued on Page A18

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Academe's Handling of Scholar's Case Leaves Few Satisfied

Continued From Page A1

article in question in the *Sociology of Sport Journal*. Called "Putting on the Game Face: The Staging of Emotions in Professional Hockey," it describes the emotional state of a minor-league hockey team—which, Mr. Gallmeier wrote, he had observed for a full season—during various stages on game day. It makes numerous references to a 1982 article written by Louis A. Zurcher, a scholar at the University of Texas at Austin who died the same month Mr. Gallmeier's article was published. The Zurcher article, "The Staging of Emotion: A Dramaturgical Analysis," describes the emotional state of a football team during a game he observed.

Same Narrative Framework

Mr. Gallmeier's 16-page article clearly states that he purposely chose to use the same narrative framework as Mr. Zurcher's 19-page article; hence both authors present findings and interpretations in three sections: before, during, and after "the game."

It wasn't the structural similarities that would become an issue, though. It was the fact that numerous unattributed passages and field notes in the two articles were strikingly similar.

Here, for example, is a passage from the pre-game section of Mr. Gallmeier's article:

"The diffuse emotions that have been worked before the warm-up were being linked with physical effort, and more important, with specific action. The coach had, in the structured settings of the team meeting and warm-up drills, cued the players to focus their psyches up state on physical acts that might provide victory over the opposing team. It was now appropriate to be more emotionally flamboyant, so long as the feelings were physically purposive."

Here is a passage from the pre-game section of Mr. Zurcher's article:

"... The diffuse emotions which had been 'worked' before the warm-up were being linked with physical effort and, more importantly, with specific action. The coaches had, in the structured setting of the warm-up drill, cued the players to focus their 'psyched up' state on physical acts which might provide victory over the opponent team. It was now appropriate to be more emotionally flamboyant, so long as the feelings were physically purposive."

'Incredibly Poor Scholarship'

It wasn't until the following summer that several scholars noticed the similarities. Among them was Peter Adler, chairman of the University of Denver's sociology department and a close friend of both Mr. Gallmeier and Mr. Zurcher. Mr. Adler says he accepted Mr. Gallmeier's explanation. "I thought it was a case of incredibly poor scholarship," he says, "but I don't think it was plagiarism." The fact that Mr. Zurcher was cited nu-

12 SYMBOLIC INTERACTION Vol. 5/No. 1/1982

of the stage, and I again felt comfortable with and fully enacted the role of a Visiting Coach and a partisan participant. In retrospect, Goffman's (1961, 1963, 1967) observations on the structural processes of embarrassment, social engagement, and alienation from interaction were supported by what I experienced in the warm-up setting. To the degree that I was structurally distanced from my role as Visiting Coach, I felt uncomfortable with displaying the expected emotional demeanor.

The final pre-game cue: The coach's speech. The warm-up period was quickly over, and the players returned to the locker room. They were quite animated now. The locker room reverberated with their shouts as they adjusted their equipment, made minor repairs, and urged each other toward maximum performance. "Get 'em Jones!" "Smash 'em Smith!" "Make 'em eat your dust, Brown!" "We're number one!" "We're number one!" Two of the players faced each other, their noses only an inch apart, and screamed at each other "Hit 'em! Hit 'em! Hit 'em!" I asked an assistant coach about the increase in emotional display, and the contrast of that expressiveness with the player constraint prior to the warm-up period. He replied:

Look at them. They're all sweating now, and breathing hard. You can't be really psyched up when you're not. They're ready now! They're ready!

The players indeed were perspiring heavily; several of them were gulping air, almost as if they were deliberately hyperventilating. The diffuse emotions which had been "worked" before the warm-up were being linked with physical effort and, more importantly, with specific action. The coaches had, in the structured setting of the warm-up drill, cued the players to focus their "psyched up" state on physical acts which might provide victory over the opponent team. It was now appropriate to be more emotionally flamboyant, so long as the feelings were physically purposive.

The Chief Assistant Coach instructed the players to take seats in the "skull session" section of the locker room, an alcove containing chairs and a blackboard. As the players did so, they again fell silent. The same had changed, and the ones once again dictated the mode of emotional display. All fifty-five players, still sweating, their faces flushed, their bodies tensed, took seats in the chairs or knelt on the floor. Most of them stared straight ahead; some looked at their knees, a few fidgeted with their hands, or their taped hands. It was so quiet in the locker room that the sounds of the crowd in the stadium outside clearly could be heard. One of the players rose, on cue from an assistant coach, and delivered a short but incoherent speech about this being the seniors' last game. A few of the players applauded; most remained silent.

The Alpha Head Coach entered the skull session room, and strode to the front of it. He paced nervously before the blackboard. The players watched him intently. He looked at his watch, stopped pacing, and stared at the players. Then he spoke, urgently but in a businesslike manner:

The longer I have been in this game of football, the more I have come to believe that it's psychology that wins games. It's the people who want to win the game, and show it. Not the one

Passages from an article by Louis A. Zurcher as they appeared (left) in a 1982 issue of 'Symbolic Interaction,' compared with those by Charles P. Gallmeier in the December 1987 issue of the 'Sociology of Sport Journal.'

merous times (although not in the passages in question), and that Mr. Gallmeier was "shocked" at the degree of similarity, he says, added to Mr. Gallmeier's case.

Mr. Gallmeier has always maintained that during his research, he copied full passages from the Zurcher article onto note cards. But in a departure from his usual procedures, he says, he neglected

"I believe I messed up an article. I believe I deserve to apologize. But I didn't do it on purpose. I was never convicted, but I was never exonerated."

to specify which notes were verbatim passages requiring attribution and which represented his own thoughts. Later, he mistook Mr. Zurcher's material as his own. As for the similar field notes, he says, locker-room language is so similar that he may not have accurately recorded subtle differences.

That explanation satisfied some who knew Mr. Gallmeier as a promising scholar, inspiring teacher, and loyal friend. As they saw it, he could not be guilty of plagiarism because he did not intend to misappropriate Mr. Zurcher's work.

Why, they asked, would someone plagiarize from an article that probably would have drawn the same readers? Why would Mr. Gallmeier cite Mr. Zurcher so many times? And why, before Mr. Zurcher died, would Mr. Gallmeier have made available—to the man whose work he was accused of stealing—a copy of the paper on which Mr. Gallmeier's article was based?

But other sociologists had questions of their own. Why, if Mr. Gallmeier had copied down full passages from Mr. Zurcher's article during his research, were there passages in his article that were identical, except that football references had been replaced with hockey references? And did intent—or lack of it—even matter?

Among those concerned was Steven L. Gordon, a sociologist at California State at Los Angeles. He was chairman of an American Sociological Association panel on the sociology of emotion and an editor of *Symbolic Interaction*, which had published Mr. Zurcher's article. He, too, had been a friend of Mr. Zurcher.

Mr. Gordon says that after several scholars at an August 1988 ASA meeting told him the Gallmeier article was plagiarized, he compared the two. He says he never intended to make a judgment "in the press," but concludes: "It doesn't take a rocket scientist to put the two arti-

cles side by side and see how much of the newer text is identical to the older."

As for intent, he argues, "An author's intention is not a crucial criterion in defining plagiarism."

'Personal Reasons'

Seeking to protect his field's credibility and his late friend's work, Mr. Gordon notified the

"It doesn't take a rocket scientist to put the two articles side by side and see how much of the newer text is identical to the older."

symbolic-interaction society and the Cal State system. That fall, Mr. Gallmeier was confronted by Long Beach officials. They refused to discuss with *The Chronicle* what they called a private personnel matter. But Mr. Gallmeier and professors in the sociology department say it was handled as a disciplinary matter outside the department, mainly by the vice-president of faculty and staff relations, June Cooper, who also would not comment.

Mr. Gallmeier says that Ms. Cooper, now a system official,

During the Game

Sixty Minutes to Broadway

The warm-up period is quickly over and the Rockets return to the dressing room. They are quite animated now. The dressing room reverberates with their shouts as they adjust their equipment, make minor repairs, and urge each other toward maximum performance.

The players were really psyched up. . . . John and Trunk were facing each other, their noses only inches apart, screaming at each other, "Hit 'em!" "Hit 'em!" Other players were shouting, "Close the door, Parkie!" "Stu looked ready; 'can't be psyched without a good sweat." The coach remarked how they were perspiring heavily, several were gulping air almost as if they were deliberately hyperventilating.

The diffuse emotions that have been worked before the warm-up were being linked with physical effort, and more important, with specific action. The coach players to focus their psyches up state on physical acts that might provide victory over the opposing team. It was now appropriate to be more emotionally flamboyant, so long as the feelings were physically purposive. The coach's cue did not by themselves influence the players to link emotion with overt emotional display and physical action. The Rockets have been involved during their hockey careers in dozens of games. They all have a previous history they are to focus emotional display (Vaz, 1982). They are influenced by a generalized other of assembled scripts learned in previous game settings. That generalized other, however, validates and legitimates the cues provided in their current setting and by their current coach.

The Coach's Rap

Approximately 5 minutes before the game begins, the coach enters the dressing room to give the pregame talk. All 17 players, still sweating, their faces flushed, their bodies tensed, take seats in their stalls or knelt on the floor. Most of them stare straight ahead, some look at their knees, a few fidget with their hands, or their taped hands. The coach paces nervously back and forth in front of the chalkboard, looks at his watch, stops pacing, and speaks urgently but in a businesslike manner:

"The longer I'm around this game of hockey the more I believe that it's mental attitude that wins hockey games. It's the team that wants to win and shows it that wins hockey games. Now are you ready guys, are you ready?" The players respond with, "Yeah, we're ready, coach, we want 'em."

Throughout the coach's pregame talk, the trainer enters the dressing room periodically to give the countdown. "Three minutes to go now." "Two minutes and counting, guys, just about time now." Finally the horn located inside the dressing room goes off informing the Rockets that the game is ready to begin.

Personal & Professional

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Norwegian School of Management
Oslo, Norway

Concurrent Sessions - The European Community

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France
Germany
Italy
The Netherlands
United Kingdom

"Developing Effective Partnerships"

Mr. Ronald W. Frank, Esq.
Chairman of International Law Section
Buchanan Ingersoll Professional Corporation-Pittsburgh
Director of Buchanan Ingersoll
(Europe) GmbH
Frankfurt, Germany

Lunch and Presentation

"The Role of The Department of Commerce"

Mr. Charles Ludolph, Director
Office of European Community Affairs
Department of Commerce
Washington, D.C.

Panel: Marketing in Western Europe

"Understanding the Legal, Political, and Economic Environment"

Panel Chair - Dr. Faisal Rahman, Dean
Graham School of Management
St. Xavier's College
Chicago

Concurrent Sessions: Marketing Strategies for Western Europe

"Joint Ventures: Finding Partners"
"Analyzing Effective Advertising of U.S. Products in Europe"
"Selling: Distribution Channels in Europe"

Conference Presentations

"Advertising: Adapting to European Values and Business Practices"

Shella Rathke, Executive Vice President
Burson-Marsteller
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Saturday, March 14, 1992

Keynote Address -- "Cross Cultural Communications and Its Implications for Effective Marketing in Western Europe"

Dr. Robert T. Moran
Professor of International Studies and
Director of the Program in Cross Cultural Communication
American Graduate School of International Management
Thunderbird Campus, Arizona

Concurrent Sessions: "Developing Access To E.C. Marketing and Sales"

"Opportunities: Using New Technologies"
"Opportunities: Industry and Services"
"Opportunities: The EC and Beyond"

Panel: "Predictions for Future Partnerships"

Panel Chair: Dr. Joseph Correa, Dean
Robert Morris College-Pittsburgh

Mr. Ronald W. Frank, Esq.
Buchanan Ingersoll Professional Corporation-Pittsburgh/Frankfurt

Dr. Robert T. Moran, Director
American Graduate School of International Management-Thunderbird Campus

Dr. Fred Selnes, Director
Norwegian School of Management-Oslo, Norway

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'Plagiarism' Case Still Unsettled After Several Probes

Continued From Page A14
meier's article, decided the case was simply one of careless scholarship and required no action or notice to readers. Says Jay Coakley, a sociologist at the University of Colorado at Colorado Springs, who was then editor of *Sociology of Sport*: "I was a little bit in the dark about how to proceed."

"In my mind, it was. Maybe we ought to wait until there's some kind of closure to see what's appropriate."

Whose job it was to bring the case to "closure" was unclear.

The symbolic-interaction society, which had no ethics code, held prolonged discussions on whether it had the authority to handle the case and whether there had been intent to plagiarize, says John M. Johnson, a former president of the group. Although the society never made an official determination of plagiarism, it decided that some kind of action was needed, and negotiations with Mr. Gallmeier led to the March 1990 apology that appeared in its newsletter. At that time, Mr. Gallmeier told Valparaiso about the case.

Not surprisingly, Valparaiso administrators were upset, because they had received glowing recommendations from Long Beach, with no mention of the plagiarism charges, they say. One was from Barry M. Dunk, a Long Beach sociologist who says he believed Mr. Gallmeier when he gave the reference. But later, Mr. Dunk says, after he compared the two articles, he concluded that Mr. Gallmeier had "clearly plagiarized." Theresa G. Turk, acting sociology chairman during Mr. Gallmeier's last semester at Long Beach, says she reached the same conclusion.

Mr. Dunk says he now blames Long Beach officials for not publicizing the case, and for hastily resolving it without a formal inquiry.

An Anonymous Scholar

After the apology was published, the case seemed closed.

But not everyone was satisfied. An anonymous scholar contacted the sociological association, whose professional-ethics panel began yet another inquiry.

Like the other two societies, the ASA panel never issued a formal determination that plagiarism had occurred. However, J. Michael Armer, a Florida State University sociologist who was then chairman of the ethics panel, says he told Mr. Gallmeier there was evidence of "something more serious" than "an unfortunate correspondence"—the term Mr. Gallmeier had used in his apology. If Mr. Gallmeier would remove the article from his résumé, never cite it, and discourage others from citing it, the ASA would consider the matter closed. Mr. Gallmeier, who says he wishes the ASA had handled the case from the outset, again cooperated.

The ASA never publicly mentioned the case, a decision Mr. Armer defends. The panel's chief concern was "to make sure inaccuracies weren't perpetuated," he says. Mr. Gallmeier, he adds, has paid—and continues to pay—for his mistake.

So once again, by August 1990, the case appeared closed. But over the summer, Valparaiso apparently had reopened it. "We determined there was wholesale plagiarism, no doubt about it," says Richard P. Baepier, the university's chief academic officer.

Within months, Mr. Gallmeier was notified he would not be reappointed for the next academic year. He says he was never told why; Valparaiso says it never discusses such decisions publicly. But while observers there say the plagiarism case was definitely a factor, they agree it was probably not the only one. His supporters suggest that Mr. Gallmeier, a maverick whose popularity among minority students would later lead to a year-

Academe's Commitment and Effectiveness in Handling Plagiarism Questioned

Continued From Page A13
statement exonerating him, but the American History Association's professional-ethics division, which is doing its own inquiry, has not yet delivered its verdict.

There are various theories about why people plagiarize, a word derived from the Latin verb *plagiare*, meaning to steal. Some observers speculate that plagiarists want to be caught; others suggest people plagiarize because they are under pressure or because they can get away with it. Ironically, many plagiarists are themselves talented writers.

Policies Vary Widely

Academics rely on a patchwork of policies to deal with plagiarism charges. Some campuses treat them as disciplinary matters, while others have procedures—sometimes spelled out in union agreements or faculty handbooks—calling for a formal inquiry.

Learned societies also have a patchwork of policies. Some, like the historical association and the American Sociological Association, have ethics divisions empowered to investigate formal complaints and impose sanctions. But procedures and decisions about whether to publicly cite guilty scholars vary tremendously.

Others, like the American Economic Association and the American Association of University Professors, don't have formal procedures but occasionally conduct informal investigations. The American Political Science Association reviews complaints and notifies institutions of violations, but it does not impose sanctions because "we're not equipped to conduct a full due-process investigation," says Michael A. Brintnall, director of professional affairs. "I think that rests with the institutions."

Still other learned societies, such as the Modern Language Association and the American Philosophical Association, have no mechanism for dealing with plagiarism. The MLA only this year decided to adopt a broad ethics statement that addresses plagiarism. A committee looked into the feasibility of investigating complaints, but the MLA concluded "we really didn't have the resources, or even

time, he told his future boss, Judith A. Levy, a sociologist, about the plagiarism allegations before he took the job, Ms. Levy, who has strong praise for Mr. Gallmeier's work, says she was not concerned, because she believed Mr. Gallmeier's story, and because he had been highly recommended by a colleague, Mr. Adler, the sociology chairman at Denver.

Jody A. Esper, a Valparaiso psychology professor who believes Mr. Gallmeier is innocent of the criminal charges, speculates that he was set up, perhaps by someone who, in some twisted way, meant to help him stay at Valparaiso. But she thinks his failure to disclose the plagiarism allegations when he was hired cost him credibility.

There is no question that the allegations have extracted a price in the academic world.

'When Is Enough Enough?'

Mr. Gallmeier, who was ordered to leave the campus, has now held a non-tenurable held researcher's job at the University of Illinois at Chicago for about a year. This

time, he told his future boss, Judith A. Levy, a sociologist, about the plagiarism allegations before he took the job, Ms. Levy, who has strong praise for Mr. Gallmeier's work, says she was not concerned, because she believed Mr. Gallmeier's story, and because he had been highly recommended by a colleague, Mr. Adler, the sociology chairman at Denver.

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There is no question that the allegations have extracted a price in the academic world.

most wanted—recognition by his peers that an offense had been committed—took place only when Mr. Mallon's book was published. Mr. Nissenbaum's case apparently is not atypical. A case of alleged plagiarism involving a sociologist at the University of California at Long Beach (see story, Page A1) also upset some scholars who felt the academic community abdicated responsibility. In 1990, upon the ASA's recommendation, the accused scholar agreed never to list the article on his résumé or cite it, and to discourage others from citing it. But no formal determination of plagiarism was made, and the scholar was never identified.

Says Mr. Mallon: "What we have are all these ad-hoc, ramshackle solutions decided in an atmosphere of emergency. There's always a tendency to reinvent the wheel, to ask, 'What is plagiarism? What should be done?'"

For one thing, he says, academics need coherent procedures. If there were "graduated sanctions" to distinguish truly sloppy scholarship from plagiarism, "sloppiness wouldn't be a career killer, whereas now you find people being harshly punished or getting off scot-free." Finally, "the reform is going to have to come from professional organizations," which, he says, must be willing to publicly name plagiarists.

To some scholars, publicity about the latest wave of plagiarism cases—not just in academe, but in the journalism world and in public life—has had a positive result.

"I see people discussing these issues in a much more knowledgeable way," says Walter W. Stewart, an NIH physicist who works on misconduct issues.

Pressure from outsiders concerned about research misconduct—particularly members of Congress—is also cited as a reason for the growing awareness.

However aggressive academics might pursue plagiarism, though, it isn't likely to be wiped out soon. In his book, Mr. Mallon examines plagiarists ranging from Samuel Taylor Coleridge, perhaps the most famous writer ever so accused, to present-day offenders.

There will be plagiarists, Mr. Mallon concludes, as long as there are writers.

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the authority," says Phyllis Franklin, its executive director.

The philosophy group, meanwhile, is considering drafting an ethics statement.

In certain cases of plagiarism—involving, say, an unauthorized edition of a book—victims can pursue copyright-violation lawsuits, but that course doesn't apply to most cases, experts say.

Academics have trouble dealing with scholars' plagiarism for several reasons. First, they have difficulty defining the term, particularly in cases where an author attributes some—but not all—of the passages that represent the work or ideas of someone else.

Scholars also disagree over whether the accused person's intentions should be taken into consideration. Many believe plagiarism must involve intent to plagiarize.

However, the AHA, when it amended its statement on plagiarism in 1990, deleted language that discussed "intent to deceive."

"The problem is, they improperly used someone else's work—regardless of why they did it," says James B. Gardner, the AHA's deputy executive director. The amended statement notes that historians accused of plagiarism usually say it was unintentional, and the result of sloppy note taking. "This excuse will be easily disposed of if scholars take seriously the injunction to check their manuscripts against the underlying texts prior to publication," the statement says.

Another obstacle is deciding who should investigate such cases. Is it the role of the accused scholar's institution, the profession, or the aggrieved publication?

Many institutions and societies are also wary of pursuing plagiarism cases because they fear the accused scholars might sue them. Personal loyalties also interfere.

Thomas Mallon, a former academic who in 1989 wrote a book called *Stolen Words: Forays Into the Origins and Ravages of Plagiarism*, documented many of the ob-

jections mentioned above when, in his book, he exposed a case of academic plagiarism.

To summarize: In 1981, Jayme Aaron Sokolow, then a historian at Texas Tech University, was accused of plagiarizing—in a book manuscript—a large portion of the dissertation of Stephen Nissenbaum, a history professor at the University of Massachusetts.

Scholarly presses considering the manuscript were notified, Mr. Sokolow quietly resigned, and, after his manuscript was published as a book, the AHA and AAUP determined there had been a breach of ethics. Mr. Nissenbaum complained that the resolution—Mr. Sokolow wrote a short apology in a journal, but never admitted to plagiarizing—was far too timid.

AHA policy was to protect the identities of those involved in com-

plaints, even after they were found guilty. The AHA has since adopted language allowing for "full public disclosure" in certain ethics cases.

The issue of whether to publicly name guilty scholars is enormously controversial. Many learned societies do not.

Every learned-society official interviewed for this story, however, said names of accused scholars should be withheld while a case is pending, and, unless it would help clear someone's reputation, not revealed if the scholar is exonerated.

Mr. Oates, who, ironically, is a colleague of Mr. Nissenbaum's at Massachusetts, says that did not happen in his case. He complains that he was first accused of plagiarism—publicly—by another scholar at a meeting he did not attend.

'Ramshackle Solutions'

The case against Mr. Oates involves pending charges. Mr. Nissenbaum, on the other hand, complains that even though learned societies, university presses, and people at Texas Tech knew of Mr. Sokolow's offenses, nobody ever openly condemned him. The denouement Mr. Nissenbaum had

Personal & Professional

"When is enough enough?" asks a despondent Mr. Gallmeier. "Tell me."

Mr. Coakley, the former sociology journal editor, thinks the punishment greatly exceeded the crime.

Meanwhile, Mr. Gordon, the sociologist who first drew attention to the case, says he is no longer involved with the symbolic-interaction society. He is upset to hear that some of his former colleagues there criticize him for notifying the Cal State system back in 1988, rather than the ASA.

In Mr. Gordon's opinion, the scholarly record never was corrected. But he and Mr. Gallmeier agree on this much: Despite the involvement of three learned societies and two universities over a three-year period, the case ended—if you could call it that—in limbo.

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'Power Play' Charged by Director of Women's Studies

Continued From Page A11
she would no longer teach in the program after Ms. Fox-Genovese interfered with the administration and grading of her course. "I got verbally harassed by her and got beaten up in ways I think are virtually untenable in any profession," she said.

Lawsuit Threatened

Virginia Gould, the former associate director of the program, said she had been "harassed" by Ms. Fox-Genovese. She said she might sue the professor, who served earlier as her dissertation adviser. She said she could not discuss specifics on the advice of her lawyer, but

that Ms. Fox-Genovese had asked her to perform inappropriate tasks, such as giving personal parties.

Other faculty members said Ms. Fox-Genovese had overridden committees in pushing for a faculty appointment, as well as in the selection of a graduate student.

Ms. Fox-Genovese said the program had followed typical consultative procedures. She said Ms. Gould had wanted special treatment and was not willing to pitch in and handle certain clerical duties expected of everyone.

In a joint statement, Emory's president, James T. Laney, and its provost, Billy E. Frye, denied that the administration had asked Ms.

Fox-Genovese to resign. The statement praised her "visionary leadership and the integrity of her administration."

Emory is one of a handful of institutions that offer doctoral degrees in women's studies. The program currently has 18 doctoral students, 9 core faculty members, and 43 additional faculty members who teach or advise.

Ms. Fox-Genovese said she had been brought aboard to create a respected and "ideologically open" women's-studies program. "The program includes people from radical lesbians to conservatives, and they all have a place," she said. She said faculty members who

had little direct involvement with women's studies had complained about her to the dean. Her term as director was due to end next year.

Some Harsh Reviews

Ms. Fox-Genovese is the author of an award-winning book on Southern women's history. But her own political and intellectual positions have become a subject of controversy lately, at Emory and in national feminist circles.

Last semester she helped organize a symposium co-sponsored by the women's-studies program and the Georgia chapter of the National Association of Scholars, of which she is a member.

Her new book, *Feminism Without Illusions: A Critique of Individualism* (University of North Caro-

lina Press), has received harsh reviews in *The Nation* and *The New York Review of Books*. The *Nation* headlined its review—written by Ellen DuBois, professor of history at the University of California at Los Angeles—"Illusions Without Feminism."

In the book, Ms. Fox-Genovese criticizes feminists for considering the rights of the individual over what is best for the community. She also defends the idea of a common literary canon. "To throw out the canon does not solve the problems of women and minority students any more than the expurgation of all traces of Western colonialism solves the problems of colonial peoples," she says.

The university plans to search for a new director.

Milwaukee Campus Reorganizes Office for Affirmative Action

MILWAUKEE
The University of Wisconsin at Milwaukee is reorganizing its affirmative-action office amid a state audit and a federal investigation of its practices and procedures.

Complaints about the office have circulated on the campus for months. Critics have accused it of having cumbersome procedures, of losing case files, and of failing to pursue complaints of sexual harassment vigorously. Most recently, federal officials found that the university had neglected since 1987 to prepare a federally required affirmative-action plan.

Last year the state Legislative Audit Bureau began an examination of the office, evaluating its procedures and structure. A report on the audit is expected this month, a bureau official said.

The audit was motivated, in part, by a pending discrimination lawsuit filed against the university by a former professor at Milwaukee. Ceil M. Pillsbury, who is now on the faculty at the University of Wisconsin at Green Bay, claims she was denied tenure by an all-male panel in Milwaukee's business school because she is a woman and was pregnant at the time.

Meanwhile, in what began as a routine federal review, the U.S. Labor Department's Office of Federal Contract Compliance Programs found that the university had not prepared the required affirmative-action plan.

Internal Team Assembled

John H. Schroeder, Milwaukee's chancellor, said the university has hired a consultant and assembled an internal team to work closely with federal officials to put together the plan, he said.

Mr. Schroeder said he is reorganizing the affirmative-action office because it "had too broad a mission and was in a sense overburdened, dealing with both compliance issues and complaints."

Mr. Schroeder also has appointed Eleanor M. Miller, an associate professor and chairwoman of the sociology department, to head the affirmative-action office. She replaced Martha Bulluck, who resigned last month to take a job outside academe.

—DENISE K. MAGNER



A Conversation.

◀ Kathy Frawley, Registrar, Assumption College

"Basically, we started with very few constraints, which was good because we could look at the best system for our needs. We wanted software sophisticated enough for our experienced users, yet easy enough to learn for our first-time users."

Susan Petrosino, Student Product Manager, Quodata

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"Most important, we needed a system that is very flexible. We wanted to be sure that policy decisions wouldn't be driven by what the computer could or couldn't do."

"While the overall Registrar's function may be similar in most colleges, individual institutions have different requirements and needs. That's why we created such flexible systems, so clients can tailor the software to fit their unique needs."

"Of course we wanted the system to provide many other features, such as degree audit and academic advising. The ability to generate fast, accurate reports, such as IPEDS, or just ad hoc data for staff use, was a key element."

"Our Student Degree Audit module is a good example. It's very flexible. The Registrar can track complete transfer credit information and monitor students' academic progress toward completion of their degree requirements."

"Good service is essential. When problems and questions arise, we need a company that gives us quick, accurate answers."

"I've sat on the other side of the desk. I was a Registrar for 11 years, so I'm very sympathetic and understand the need to know that someone will be there when you need help. Not in three days, but now."

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Personal & Professional

On Line

The preservation of many deteriorating books is being blundered because the copyright law is unclear on property rights for materials in electronic form, according to Robert Oakley, director of Georgetown University's law library.

When it comes to preserving information in digitized form, people just don't know what to do, he told Congressional staff members and representatives of higher-education associations at a Capitol Hill briefing arranged by the Association of Research Libraries.

"People ask, is it legal? Do I have to have permission for every single book I want to preserve? If they ask for money, do I have to pay?"

In general, said Mr. Oakley, the copyright law limits copying to single copies in facsimile form, such as microfilm or photocopies.

"Preservation requires that you make more than one copy," he said. "Copying in a form you can see limits right off the bat any movement toward electronic copying."

To solve the preservation dilemma, he proposed that Congress adjust the legislation to cover electronic copying and allow librarians to make and distribute multiple copies. "I don't see these as major changes," he said.

The movement to preserve and disseminate books in electronic form is now so strong it can't be stopped, said Mr. Stuart Lynn at the briefing. Mr. Lynn, vice-president for information technologies at Cornell University, stressed that electronics does not mean the end of materials in paper and other forms.

"I am a technologist who believes that the role of paper will continue," he said. "Analog technology is better attuned to human consumption. We can touch, see, read, and hear."

If materials are in electronic form, paper copies will be printed from digital images, said Mr. Lynn. "I am interested in being able to produce high-quality facsimiles. These should last hundreds of years."

The Annenberg/CPB Project has released guidelines under which it will award about \$10-million this year for projects that use information technology to reform mathematics and science education in the elementary and secondary schools.

The project is looking for ways to help parents, teachers, and education policy makers understand why reform is important and how to get effective programs into the schools. The project also is seeking a cadre of minority-group teachers skilled in using technology to improve the curriculum.

For a copy of the guidelines, contact the Annenberg/CPB Math and Science Project, 901 E Street, N.W., Washington 20004-2006; (202) 679-9658.

Information Technology

Company's Unusual Plan to Package Commercial Software With Business Textbooks Produces a Measure of Success

Despite awkward start in 1990, project reaches 160,000

By BEVERLY T. WATKINS

CAMBRIDGE, MASS.
Late in the summer of 1990, a new publishing company called Course Technology Inc. introduced its first product, a colorful shrink-wrapped package with a textbook, a data disk, and a computer program for introductory accounting courses.

The timing could not have been worse, since most faculty members adopt textbooks and related course materials in the spring for the next fall's classes.

"Publishing a book in July and August is like coming out with an air conditioner in September," says Stephen M. Bayle, the company's senior vice-president.

Since that inauspicious entry into the textbook market, however, Course Technology has achieved a measure of success with its unusual products: textbooks for business-related courses that let students solve real-world problems using commercial software packaged with the books.

To date, the company has developed 10 such products for accounting, business, computer-science, and statistics courses, and it expects to publish five more between now and April. CTI's president, John M. Connolly, says 160,000 students at more than 1,000 colleges and universities are now using the company's books and software.

Praise From Faculty Members

When CTI started two and a half years ago, Mr. Connolly says, he predicted that he would be directing a \$20-million to \$30-million company within three to five years. Although he declines to give specific financial information, he puts the current value of CTI at the "mid-seven figures" and describes sales in the "millions of dollars."

Course Technology is not the only company that publishes college texts or manuals accompanied by some kind of software. Addison-Wesley Publishing Company, McGraw-Hill Inc., and Prentice Hall also have such packages. CTI's products are unusual, says Mr. Connolly, because each textbook is based on commercial software sold in stores, not on a version adapted for academic use, and it includes a disk with data for the specific course.

Mr. Connolly says the focus of most textbook publishers is pedagogical, while the focus of most software companies is technical. "We're trying to bring print and technology together and build a product that is easy to use in the classroom," he says.

So far, faculty members who are using the materials seem to like them.

Kathleen F. Curley, an associate professor of management-information systems at Northeastern University, says she uses one of CTI's books based on "Lotus 1-2-3," a spreadsheet program, in an introductory workshop for graduate students in business administration. "The book provides early examples for students who are



John M. Connolly (right), with Stephen M. Bayle: "We're trying to bring print and technology together and build a product that is easy to use in the classroom."

just becoming acquainted with how to use a spreadsheet," she says. "The data diskettes give everyone the same data on the same spreadsheet, which makes it easier for me to detect students' errors."

Because they are new and unusual, Course Technology's products are difficult to market, says Howard S. Diamond, who joined the company last month as vice-president for sales and marketing. "We have a line of products unique in education," he says. "Plus, we are asking faculty to teach in a different way than they ever have before, so that is a real challenge."

"You have to do a lot of explaining," he adds.

Course Technology was founded in June 1989 by Mr. Connolly and Mr. Bayle, who had met four years earlier when they both joined Addison-Wesley. Mr. Connolly was a corporate vice-president and director of the higher-education division, while Mr. Bayle was general manager of the educa-

tional-software division. One of their joint ventures, Addison-Wesley's Student Editions series, became a model for CTI's products.

When Mr. Connolly left Addison-Wesley to start his own company, he was joined by Mr. Bayle, who earlier had moved to the Massachusetts Institute of Technology as director of information services. Together, they set up shop in Mr. Connolly's garage apartment, which remained the company's headquarters for the next year.

'A Reservoir of Need'

Three months of research, which included conversations with technology-company representatives and college professors, revealed "a reservoir of need" for the product that CTI had in mind, Mr. Connolly says.

"Hardware and software companies

Continued on Page A21

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LIBRARIES

- 7 black colleges in Tennessee seek to improve library access
- Big on-line project corrects 30,000 typographical errors a day
- 1,400 keyword mistakes found in public catalog at Adelphi U.

Seven historically black colleges and universities in Tennessee are participating in a project designed to improve access to information in their libraries.

The three-year project, called CREATE—for Computer Resource Access in Tennessee—will concentrate on introducing computer-based information-retrieval systems into all the institutions' libraries and on training librarians in their use, says Fletcher F. Moon, an assistant professor of library science at Tennessee State University and the project's director.

"A survey of our library direc-

tors found that we did not have information technology in place in the libraries, especially retrieval services," he says. "We were lagging behind."

The project will start with a three-week seminar on Dialog Information Services for representatives from the participating institutions. Before the project is completed, all libraries are slated to have Dialog, which provides access to hundreds of computerized data bases.

Institutions participating in the project are, in addition to Tennessee State, American Baptist, Lane, LeMoyne-Owen, Knoxville, and

Meharry Medical Colleges and Fisk University.

The project is supported by the Fund for the Improvement of Postsecondary Education.

For more information, contact Fletcher F. Moon, Brown-Daniel Library, Tennessee State University, 3500 John A. Merritt Boulevard, Nashville 37209; (615) 320-3678; LIBR@TSU.MOON.

The Online Computer Library Center has undertaken a four-month project to correct mistakes in subject headings in its Online Union Catalog. Using

special software, the library center is looking at all topical and geographic headings in the catalog, which contains 25 million records. The software finds and is correcting about 30,000 errors a day.

"The Online Union Catalog has been created by humans, not machines," says Linda Gabel, senior quality-control librarian and the product manager for the project. "It is very easy to make mistakes when typing bibliographic information."

If users look for material on the political structure of the Soviet Union, for example, and do a search of the topic "politics and government," says Ms. Gabel, they should be able to find all items that belong under that heading. However, if the items have been cataloged under various headings, users will not find them.

The center has found 13 incorrect variations of "Politics and government," including "political and government," "pol. & govt.," "politics and government," and "politics and government."

So far, more than 750,000 versions of headings have been corrected. By the end of the project, the center expects that number to reach 1.8 million.

The project is the result of a 1988 survey on data-base quality, in which users ranked correction of subject headings among their highest priorities.

For more information, contact

Linda Gabel, Online Computer Library Center, 6565 Frantz Road, Dublin, Ohio 43017-3395; (614) 764-6374.

A recent inspection of the on-line public-access catalog at Adelphi University turned up 1,100 mistakes in the 117,000 keywords used to search the data base.

The inspection was conducted by Terry Ballard, systems librarian, who says he had long suspected that the catalog contained typographical errors and spelling mistakes. On the first day of his search, he says, "I spent three hours going through words that start with A and found more than 40 mistakes."

According to Mr. Ballard, who has corrected the errors, the words most often misspelled were "administration" (spelled "administratoin"), "commercial" (spelled "commerical"), and "research" (spelled "resench").

To find misspellings, he suggests that librarians look for common words of three or more syllables and eight or more letters. "Words like 'education,' 'psychology,' and 'bibliography' will have many variations of dropped or inverted letters," he says.

For more information, contact Terry Ballard, Swirlbul Library, Adelphi University, Garden City, New York 11530; (516) 877-3547; BALLARD@PAUAX1.ADELPHI.EDU.

—BEVERLY T. WATKINS

Information Technology

Information Technology

Publisher's Text-and-Software Packages Catching On

Continued From Page A19

are struggling with how to integrate technology into the curriculum," he says. "They wanted to reach students, and they needed curriculum-oriented materials that used their machines."

In addition, says Mr. Bayle, research showed that professors prefer to use standard commercial software in their courses, rather than specialized computer programs that they have to develop. "Professors want to teach with 'Lotus 1-2-3,' not some spreadsheet from another professor. That is what their students will be using when they graduate," he says.

Says Mr. Connolly: "No other company was focusing on bringing technology to higher education. There was a real market need for educational materials for the pc." Mr. Connolly estimates that 50 to 60 per cent of the 12.5 million students in college today are potential users of CTT's products.

Failure for Humanities Venture

Course Technology has concentrated its textbooks in disciplines, such as business and computer science, where the computer has already been adopted for instruction. "There are opportunities in the so-

cial sciences, mathematics, and the humanities," Mr. Bayle says. "But as an emerging company, it is very important for us to be focused, rather than to go into every area and not have a major impact in any."

The company's one venture into the humanities—a textbook package called *Professional Write* for freshman composition courses—turned out to be a failure, says Joseph B. Dougherty, CTT's publisher.

Ultimately, the company sold the rights to another publisher, which agreed to market the book with the Course Technology logo.

"Basically, no one here had any experience with writing, and the book was overpriced," he says. "If we decide sometime to go with writing, it is likely to be business writing."

The publishing company has concentrated its efforts on large introductory courses, says Mr. Bayle. "We need to do a large volume with our products. We can't afford to sell just 3,000."

In the company's target market, he says, "there are one million students each year in accounting, one million students each year in computer applications, and several

hundred thousand students each year in statistics."

CTT's books and accompanying data disks concentrate on real-world applications. "Students and faculty members don't want made-up data. They want tables from *Fortune* magazine," Mr. Bayle says. "It's a lot more engaging when you're learning how to use software if you have real data—salaries of movie stars, real statistics, real financial information."

CTT has licensing agreements with seven software companies—Borland International, Claris Corporation, Informix Software Inc., Lotus Development Corporation, Micromin Inc., Software Publishing Company, and SYSTAT Inc. The contracts give the publisher the right to package a specific software product with a text and sell the product to the higher-education market in North America.

Lotus's spreadsheet program, "Lotus 1-2-3," provides the backbone for Course Technology, Mr. Connolly says. Five of the 10 published packages are based on that program, as are three of those forthcoming.

The company's first text was *Lotus 1-2-3 for Accounting*, which Mr. Connolly calls "the garage product" because it was developed while CTT was operating out of his apartment. The second book—and the company's best seller—was *Lotus 1-2-3 for Business*.

To produce its books, CTT uses a personal computer and "Ventura Publisher," a program for desktop publishing. Authors—primarily professors who are teaching with computers—submit their material on diskettes, where it is edited and corrected, put into book format, and sent to a commercial printer.

At Course Technology, producing a book takes six to nine months. Most major publishers require two to three years. "We base our textbooks on software, which changes very rapidly. It is very important to get a book out quickly," he says.

Testing by Students

Before products are published, they undergo scrutiny by college students—the people who will use them—in a laboratory equipped with a mix of old and new Apple Macintosh computers and IBM PC and compatible machines.

Students install the software and work through each chapter, making certain that the material in the book matches that on the monitor. They also complete the homework assignments. The students keep a running record of problems, which are referred to the author for correction.

For the student evaluation, which can take 75 to 100 hours, "we like to get a neophyte and a more knowledgeable person," Mr. Dougherty says. "The average book is tested on an old IBM with a floppy disk, on a new IBM with a color monitor, and on a network."

The instructions for loading the software always need more clarification than any other part of a book, he says. "Sometimes students find errors in the software, which is unfortunate, because the software is already out there."

The Learning Society: The Whole Effect

By Bernard R. Gifford, Ph.D.
Vice President, Education
Apple Computer, Inc.



It's a special pleasure to have in mind, as you read a compelling book, the familiar intonations of its author. The voice of my old friend Jonathan Kozol was unmistakable as I turned the pages of his most recent book, *Savage Inequalities: Children in America's Schools*.

I met Jonathan Kozol in the Civil Rights Movement in the sixties, and over the years our paths have periodically crossed. Conversations with Jonathan have always been events for me. Of course, we haven't always agreed. I've often thought he's been too hard on people in education. I've sometimes wanted to tell him that he is not alone; that many of us share his passion and harbor his dreams; that many of us are every bit as impatient as he is. But I've never questioned the strength of his convictions, and I've always admired the intellectual energy and emotional force of his arguments.

I saw Jonathan most recently when he addressed two Apple conferences—one on business/education partnerships and the other on technology and urban education. We did not single him out as an expert on educational computing in fact, we invited him because he is not an authority in this field. We wanted to give him an opportunity to think about new technologies in our schools, and we were eager to hear what he'd have to say.

In his presentations, Jonathan lamented our children's unequal access to computers, and warned that educational technology threatens to become another of the "savage inequalities" that separate predominantly white, suburban schools from the large urban schools that enroll almost exclusively children of color.

I was delighted to find Jonathan's views on technology and equity so much in sync with my own. And I've been gratified to find these concerns expressed in virtually every chapter of *Savage Inequalities*.

The book argues vehemently against the viewpoint that money cannot buy better education—a position taken by President George Bush, when he argued that more spending on public education is not "the best answer," and not a "cure" for education problems.

Jonathan takes us with him to schools across America—in city and country. He recounts, in agonizing detail, the physical state of some school buildings, "where filth and despair were worse than anything I'd seen in 1964." Even when inner-city schools receive the same level of funding as those in wealthy districts, he points out, many more dollars go to repair a crumbling infrastructure. They're not available to attract talented new teachers, cut class sizes, buy pianos, or equip computer labs.

Case in point: Martin Luther King High School in East St. Louis—a school where, as one teacher reported, the "AV equipment...is so old that we are pressured not to use it." Kozol asked Principal Sam Morgan what a windfall would mean to his school. Morgan would pay for bare necessities: building repairs, a new heating system, replacement windows. "We've had fire damage but I see that as a low priority. I need computers—that's a low priority as well. I'd settle for a renovation of the typing room and new typewriters."

The presence of computers becomes an indicator of money dedicated to student services. In wealthy suburban schools, Kozol sees computers in every classroom. In contrast, an inner-city school like Oyster Elementary School in Cincinnati has four computers for 600 children.

The adoption of technology is not just a budgetary matter, says Kozol. A New York principal reports: "I can't set up a computer lab. I have no room. I had to put a class into the library... We hold more classes [in the gymnasiums]." A Jersey City school holds computer classes in a storage closet.

Even when room is found, maintenance problems take their toll. In the sweltering computer labs of a Camden high school, the principal tells Kozol, "Something is wrong with the heating." Though 50 computers line the wall, 30 to 40 are unusable—"melted by the heat."

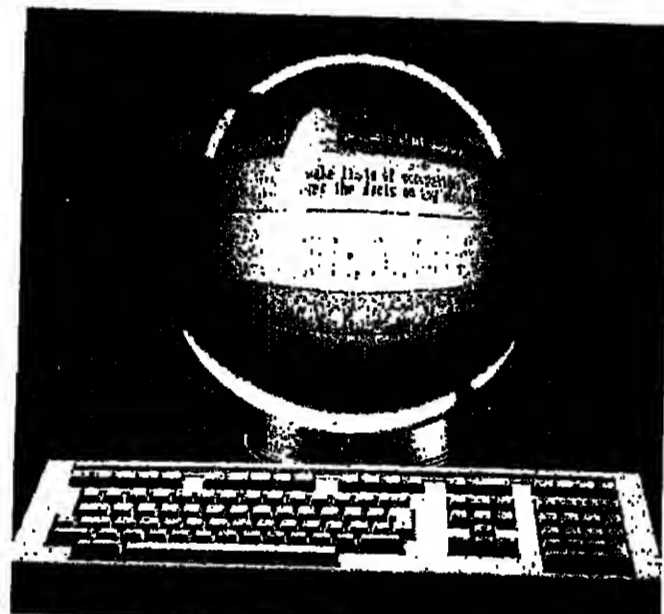
Kozol documents disparities not only in numbers of working computers and computer labs, but also in how technology is used. In a predominantly white urban district, he sees computers in first- and second-grade classrooms. In a class for gifted children—mainly white—seven Apple computers are being used to create "subtle color animations." But a special education class, where all but one of the children are black, has no computer.

Perhaps most important, Kozol notes a crucial gap in the ways that computers are integrated into curricula in poor and wealthy districts. He visits a basic-skills class at a Paterson, New Jersey, high school: "As elsewhere in the Paterson and Camden schools, computers are not used for reasoning or research—what the suburbs label 'higher-order skills'—but as a toylike substitute for pen and paper."

Jonathan Kozol has amassed provocative anecdotal evidence of inequities in our educational system. But I would not want to leave you with the impression that he dwells on the use of educational technologies; it is but one sign of "savage inequalities." As an eleventh grader told Kozol, comparing his Camden high school to a private school he'd attended, "If you ask me how it's different, I begin to think of books, or air conditioners, or computers. But it isn't one thing. It's a lot of things: the whole effect."

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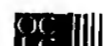


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Geometry. "Informal Geometry," for IBM PC and compatibles. Requires "Windows." Self-paced tutorial helps students learn fundamental concepts of informal geometry; topics include points, planes, lines, rays, angles, polygons, perimeters, areas, circumference, and circle area; lets students take pre-test and post-test; \$25 for members; \$75 for others. Contact: WiseWare, Academic Computing Center, University of Wisconsin, 1210 West Dayton Street, Madison, WI 53706; (608) 541-3201 or (608) 262-8167.

Utilities. "Videomaker," for Apple Macintosh. Requires "HyperCard" and videodisk player. Gives instructions for creating text, custom, multiple choice, and sequence—for creating "HyperCard" stacks for videodisk presentations; \$35; quantity discounts available. Contact: Intellimation, Department 0400, P.O. Box 1530, Santa Barbara, CA 93116-1530; (800) 346-8155 or (805) 685-2100.

Word processing. "MathWriter," Version 2.0, for Apple Macintosh. Lets users enter technical and mathematical expressions as text in a word-processing program and edit them; numbers, equations and references automatically; includes graphics, sidebars and automatic line spacing as superscripts and subscripts do not overlap; includes spelling checker, thesaurus, and automatic hyphenation; \$132; site licenses available. Contact: Wadsworth & Brooks/Cole, 511 Forest Lodge Road, Pacific Grove, CA 93950; (408) 373-0728.

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Wages & Salaries

House Speaker Thomas S. Foley said last week that Congress would not make the Pell Grant Program an entitlement.

Democrats on the House Education and Labor Committee have proposed such a change in legislation that would reauthorize the Higher Education Act. Entitlement status would require Congress to finance grants for all students who qualify for them.

Mr. Foley, in remarks to a meeting of the National Association of Independent Colleges and Universities, said that the Bush Administration's opposition to the change and concerns among lawmakers about the cost of the proposal would block its passage.

Budget analysts have estimated that the proposal would double the current \$5.5-billion cost of Pell Grants.

"That does not mean the program does not have strong support," the Speaker said. "We will demonstrate a strong commitment to Pell Grants in any event and increase resources."

Mr. Foley, a Washington Democrat, also told the association's members that he would support their call for legislation to create a National Commission on Independent Higher Education. The panel would include college and business leaders and would examine public-policy proposals that would help private-college officials cope with financial problems and enable more families to afford the tuition at such institutions.

The heads of four federal agencies plan to attend a conference at the Massachusetts Institute of Technology this week for the official opening of the President's National Technology Initiative.

The initiative aims to encourage businesses, federal laboratories, and universities to work together to speed up the commercial applications of basic research.

A major part of the program involves opening up federally owned laboratories to businesses. The goal is for businesses to have close relationships with the labs so that they could start applying research results more quickly, said a spokesman for the Department of Energy, one of the agencies involved.

He added that businesses interested in forming consortia would be encouraged to suggest to laboratories ideas of technologies to explore and the researchers to do the work.

The effort also includes a new focus on making available to industry the unclassified results of research programs that included classified work.

The MIT meeting is the first in a series of regional conferences for businesses, government officials, and university representatives to explore how to speed up the commercial application of federally financed research.

Government & Politics

U.S. May Toughen Its Rules Governing Accrediting Groups

WASHINGTON
The Education Department is considering rules that would increase the government's regulation of accrediting agencies while making it easier for colleges to form new accrediting groups.

A draft of the regulations was released here last week at a meeting of the National Advisory Committee on Accreditation and Institutional Eligibility. Judging from the reaction of that panel, the regulations could be controversial.

Some educators and accrediting officials on the committee said the regulations

A four-year renewal of U.S. recognition of the Middle States Association has been recommended by federal advisers: A24.

would lead to improper federal control of accrediting and to a decline in the quality of accrediting groups. Others on the committee, however, said the rules would assure a better-quality education for students and help cut down on the misuse of federal student-aid funds.

Could Mark a Turning Point

Supporters and critics of the new regulations agreed that the debate over the rules could mark a turning point for accreditation. Said Richard C. Kunkel, dean of the College of Education at Auburn University and a member of the committee: "Accreditation is on trial today."

The draft regulations affect the rules used by the Education Department to decide which accrediting groups to recognize. Students can receive federal aid only if they attend colleges accredited by recognized groups. The changes under consideration would require accrediting groups to:

- Allow Education Department staff

Continued on Following Page



Richard C. Kunkel, dean of the College of Education at Auburn University: "Accreditation is on trial today."

U.S. Appeals Court Questions Right of Public Institutions to Provide Scholarships Earmarked for Minorities



Janell Byrd of the NAACP: "This decision suggests that a state can only do some determined, bare-bones minimum to remedy discrimination."

Black-Colleges Chief in White House Said to Have Been Fired

WASHINGTON
Robert K. Goodwin, director of the White House Initiative on Historically Black Colleges and Universities, was reportedly fired last week.

Administration sources said the decision had been made by Carolyn Reid-Wallace, the new Assistant Secretary of Education for postsecondary education, who was said to be dissatisfied with the direction of the program.

Mr. Goodwin declined to comment. An Education Department spokesman said that Ms. Reid-Wallace was evaluating the programs and officials she supervises, but that she was "making no personnel announcements." The spokesman declined to comment further.

The program that Mr. Goodwin directed

Continued on Page A30

Senate Committee Supports Effort to Overturn Ban on Fetal-Tissue Research, but Bush Veto Looms

By STEPHEN BURD
WASHINGTON

The Senate Committee on Labor and Human Resources voted last week to lift the Bush Administration's controversial ban on federal support of research involving fetal-tissue transplantation.

The House of Representatives approved a similar bill last summer. President Bush has vowed to veto any bill that includes a removal of the ban.

The Administration imposed the ban in 1989, arguing that the research would encourage more women to seek abortions. Opponents of the ban say that transplantation of fetal tissue from abortions could

In unanimous decision, panel says past bias may not justify aid

By SCOTT JASCHIK

A decision by a federal appeals court may make it more difficult for many states and their public colleges to offer scholarships that are restricted to members of certain ethnic or racial groups.

The decision—believed to be the first at the appellate level dealing with minority scholarships—said that past discrimination by a state does not necessarily justify a policy of having such scholarships.

Many public institutions in the 19 Southern and border states that at one time operated racially segregated higher-education systems offer minority scholarships as part of their plans to attract black students to formerly all-white institutions. In some cases, the states themselves have developed such scholarships.

The unanimous decision—by a three-judge panel of the U.S. Court of Appeals for the Fourth Circuit—came in a case brought to challenge a scholarship program for black students at the University of Maryland at College Park. Daniel J. Podberesky, a Hispanic student at College Park, sued the university after he enrolled there in 1989, charging that the scholarship program denied him his Constitutional rights to equal protection.

Plan Expired in 1990

Last year a federal district court ruled in the university's favor, citing the past segregation of Maryland's higher-education system. The Department of Health, Education, and Welfare—the precursor to the Education Department, which has continued the case—charged in 1969 that Maryland operated a segregated system. Maryland's last desegregation plan expired in 1990, and the Education Department has not yet determined whether the state's colleges are now in compliance with anti-bias laws.

The appeals-court decision said the district court had erred in relying on the past

Continued on Page A30

be important in developing treatments for a variety of afflictions, including Alzheimer's disease, juvenile diabetes, and Parkinson's disease.

In addition to lifting the ban on fetal-tissue research, the bill would reauthorize parts of the National Institutes of Health.

Provision on Controversial Research

Continued on Following Page

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U.S. Advised to Renew Recognition of Middle States Group for 4 Years

By SCOTT JASCHIK

WASHINGTON
An Education Department panel recommended last week that federal recognition of the Middle States Association of Colleges and Schools be renewed for four years.

If Education Secretary Lamar Alexander accepts the recommendation, as expected, a year-long conflict between the accrediting association and the department could come to an end.

The controversy involved the group's use of "diversity standards" under which Middle States accrediting teams evaluated colleges' records in recruiting and retaining minority students and faculty members. In December, under pressure from the Education Department, the association's members voted to make the standards optional by allowing colleges to define for themselves how diversity should be used in evaluations.

Complaints of Quotas

Critics, including Secretary Alexander, charged that the use of diversity standards encouraged colleges to use quotas. The critics also said accrediting groups should generally restrict their reviews to issues involving the quality of edu-

cation that students receive. Middle States officials said they did not support quotas and that the diversity standards only insured that colleges met their obligations to minority students.

The Education Department panel that voted last week, the National Advisory Committee on Accreditation and Institutional Eligibility, had been reviewing the Middle States case for more than a year. In 1990 it recommended that federal recognition of Middle States be delayed, pending further study of the diversity issue. Mr. Alexander accepted that recommendation last year and issued a letter that criticized the diversity standards.

Federal recognition is crucial to accrediting agencies and colleges, since students can receive federal aid only if they attend institutions that are accredited by agencies that have received such recognition. Middle States is the main accrediting agency for colleges in Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania.

At last week's meeting, Education Department officials said the decision made by Middle States in December to make its diversity standards optional had largely re-

solved the conflict. By a vote of 6 to 2, the committee agreed.

Before the vote, several committee members criticized the accrediting group. Christina Hoff Sommers, an associate professor of philosophy at Clark University, said she still did not understand how Middle States would carry out its diversity standards.

'A Moral Litmus Test'

She said that she feared the standard amounted to the group's "taking a side" on the issue of multiculturalism in the curriculum and said that was inappropriate in much the same way as it would be inappropriate for an accrediting group to take a position on abortion.

"This imposes a moral or political litmus test," she said.

Others on the panel, however, said Middle States had already compromised on the diversity standards.

Sister Mary Andrew Malesich, president of Ohio Dominican College, said that Middle States deserved to be judged on its overall record as an accrediting group, which she said was exemplary.

After the vote, Middle States officials said they were pleased. Howard L. Simmons, executive director of the Middle States Commission on Higher Education, said: "The committee did what it had to do. We need to move on with our agenda."

Senate Panel Votes to Lift Ban on Aid for Fetal Research

Continued From Preceding Page
way for the Secretary to block such a research grant would be to convene an ethics advisory board that would vote on the matter.

In the past three years, Health and Human Services Secretary Louis W. Sullivan has prohibited federal funds from being used to support two surveys on sexual behavior. Social scientists say the surveys are vital in gathering data that would help prevent teen-age pregnancy and the spread of AIDS and other sexually transmitted diseases.

Veto Warning Issued

Republicans on the committee objected to the provisions in the bill on fetal tissue and the withholding of grants dealing with controversial research. Sen. Orrin Hatch of Utah, the ranking Republican on the committee, said: "If we are really serious about strengthening the NIH programs, it seems to me that we in Congress should not be diverting the Secretary of discretionary authorities to provide direction to the NIH."

Warning that the provision lifting the ban on fetal-tissue research

would lead to "highly charged debate" in Congress and a veto by the President, Senator Hatch proposed an amendment that would allow research to be conducted only with tissue obtained from ectopic pregnancies and miscarriages. The NIH already conducts a limited amount of research with tissue from those sources.

"Doing the research with tissue from miscarriages and ectopic pregnancies is preferable to getting the NIH embroiled in the most volatile of political debates—abortion," Senator Hatch said.

Sen. Edward M. Kennedy, the Massachusetts Democrat who heads the committee, disputed Mr. Hatch's claim that his amendment was "a compromise."

"It's not a compromise amendment," Mr. Kennedy said. "It's a continuation of the ban."

Supporters of the bill cited researchers' findings that tissue from ectopic pregnancies and miscarriages tends to be "damaged" and has not been as successful as tissue from abortions in helping Parkinson's and diabetes patients.

The Hatch amendment was defeated, 13 to 4, with three Republicans—Nancy L. Kassebaum of Kansas, James M. Jeffords of Vermont, and Strom Thurmond of South Carolina—joining the Democrats to reject the amendment and pass the bill. Senator Thurmond, an outspoken critic of abortion, said he had voted for the bill because his daughter has diabetes.

'That's Not Conclusive'

The Republican votes were encouraging to scientists, who hope to attract enough Republican support to override President Bush's expected veto. And there was evidence that even some of the Republicans who voted in favor of the Hatch amendment last week could be persuaded to support an end to the ban on fetal-tissue-transplantation research.

Sen. Dave Durenberger, the Minnesota Republican, said: "As of today I'm not fully persuaded that the ban should be lifted. But that's not conclusive."

Although both the Senate and House versions of the bill would lift the fetal-tissue ban, they differ in some respects. The House bill, in an effort to assure that people do not seek abortions to support fetal-tissue research, has a provision that requires women to submit a statement that their decision to have an abortion was made independently of the decision to donate the tissue.

The Senate bill, which was drafted after some scholars said the House bill could violate the rights of women, stipulates that all records kept on the donation of fetal tissue be kept confidential.

In reauthorizing parts of the bill, the Senate version of the bill would: ■ Make permanent an Office of Women's Health Research.

■ Establish a research program on breast cancer and cancers of the reproductive system of women.

■ Create a \$2-million Experimental Program to Stimulate Competitive Research to assist states that do not receive large NIH grants in improving their research capabilities.

It is not yet clear when the bill will reach the Senate floor.

James H. Daughdrill, Jr., the president of Rhodes College, said there was nothing wrong with letting new accrediting groups receive recognition, provided that the department held them to "high standards."

—SCOTT JASCHIK

Education Dept. May Toughen Its Regulation of Accrediting Groups

Continued From Preceding Page
members to make unannounced inspections of accrediting-agency offices and unannounced inspections of accrediting groups' site visits to campuses.

■ Evaluate an institution only "in light of its own stated purposes." According to the draft, the rule "responds to the problem of agencies imposing requirements that run counter to a school's own mission."

■ Meet with students when conducting campus visits.

■ Report to the department and state officials all "adverse decisions" on colleges. That regulation would include both preliminary and final decisions.

■ Insure that colleges' retention, completion, and job-placement rates for students are "reasonable and within generally accepted norms," and examine colleges' default rates on student loans.

In addition, the new regulations would make it much easier for new accrediting groups to be formed. Generally, at present, a new group must be in operation for two years—without departmental recognition—before it can seek approval. The draft regulations would allow immediate recognition for new groups formed by any 10 colleges that are now accredited by recognized agencies, are not affiliated with each other, have participated in federal student-aid programs for at least 10 years, and have had default rates of 10 percent or less for the last three years.

Jeffrey C. Martin, general counsel of the Education Department, said its aim in drafting the regulations was to shift the philosophy about how it should evaluate accrediting agencies. Up to now, Mr.

Martin said, the department has been "process driven," examining lists of what accrediting agencies do on their site visits.

'A Quality Education'

Under the new regulations, the department would focus on whether the work that accrediting agencies do with their colleges "is successful at providing a quality education."

Mr. Martin stressed that the regulations were only in draft form and that Education Secretary Lamar Alexander was not ready to propose them officially.

Members of the advisory panel

many of them taking one or two courses at a time, it would be impossible to measure retention rates in a meaningful way.

Sister Mary Andrew also objected to allowing the department to make unannounced site visits and inspections of accrediting agencies. She noted that while colleges benefit from federal student-aid funds, accrediting agencies do not receive such funds and so should not have to grant "carte blanche rights" to the government.

"This would be gross federal intrusion," she said.

Other panel members praised the draft regulations. Christina

also said the department did not intend to use statistical information, such as graduation or default rates, in a "mechanical" way.

Although several panel members were concerned that the regulations would be too harsh on existing accrediting agencies, they also said the rules would make it too easy for new groups to be created. Bernard Fryshman, executive vice-president of the Association of Advanced Rabbinical and Talmudic Schools, said he feared that the change would lead to "accreditation shopping," where colleges that did not like the tough standards of an accrediting agency would simply form a new one.

The new agencies could then "rubber stamp" the colleges, he said. "The question is one of standards," Mr. Fryshman said.

Others—citing the recent controversy over the Middle States Association of Colleges and Schools—said there was a need for more accrediting groups. Middle States has a policy, recently made optional, of evaluating colleges' records on recruiting minority students and faculty members.

Martin Trow, a professor of public policy at the University of California at Berkeley, said the link between student aid and accreditation meant that colleges might feel "a coercive power" to follow the advice of accrediting groups. For that reason, he said, it may be appropriate to allow them to form new accrediting groups.

James H. Daughdrill, Jr., the president of Rhodes College, said there was nothing wrong with letting new accrediting groups receive recognition, provided that the department held them to "high standards."

—SCOTT JASCHIK

There is nothing wrong with letting new accrediting groups receive recognition, provided that the department holds them to "high standards."

on accreditation were sharply divided about the proposals both to tighten the regulation of accrediting agencies and to make it easier for new groups to gain federal recognition.

Sister Mary Andrew Malesich, president of Ohio Dominican College, said she was concerned about the proposals related to rates of loan default, job placement, and retention. She said there was "not a perfect correlation" between those rates and the quality of education that students receive.

She also said it would be impossible to determine whether colleges' rates were reasonable. "The norms don't exist," she said.

George A. Pruitt, president of Thomas A. Edison State College, added that with so many older students now in higher education,

Hoff Sommers, an associate professor of philosophy at Clark University, said that the department needed to take stronger action to cut down on loan defaults, and that tighter regulation of accrediting agencies was a sound approach.

"There is a crisis out there," she said. "Taxpayers want to see rather strong regulation."

'Doctored Situations'

Education Department officials said the unannounced visits were needed.

Carolynn Reid-Wallace, Assistant Secretary for postsecondary education, said that if the department always tells an accrediting agency of its inspections, then the department may only see "doctored situations."

Mr. Martin, the general counsel,

Government & Politics

THE CHRONICLE OF HIGHER EDUCATION

Section 2

February 12, 1992

OPINION



Opinion: "Fair use" for course materials B3



End Paper: "Songs of My People" B64

Mélange
B2

Letters
to the Editor
B4-5

Bulletin Board
B6-63

The Fate of Scientists From the Soviet Union

By Joseph L. Birnman

THE POLITICAL and economic disintegration of the former Soviet Union has left the careers of thousands of Soviet scientists in doubt. A large number of them are visiting the West and are applying for permanent academic positions or long-term visiting appointments in America. Such a voluntary movement of highly qualified scientists is probably unequalled since the flight of scientists from Nazi Germany and Fascist Italy in the 1930's and the brain drain from Europe in the post-World War II period of the 50's.

A recent and alarming study by the Central Intelligence Agency has raised particular concerns about the future of the Soviet scientists trained in nuclear-weapons design. With little work now in their atomic-energy laboratories, these scientists may be lured into developing nuclear weapons for countries such as Libya, Iraq, or Iran, some U.S. officials fear. Obviously, the possible lure of petrodollars and new labs is a risk and a serious danger. With hundreds of highly skilled technicians and scientists available, it would be a disaster if their knowledge were put to the use of a rogue regime.

This novel and highly unstable situation poses great danger but also potentially greater opportunity for America. We must seize this opportunity to aid scientists in the former Soviet Union for both selfish and altruistic reasons. Yet contrary to recent suggestions that we should help support scientific research and the dismantling of nuclear weapons in Russia and neighboring republics, I believe that a wiser use of our money would be to focus on employing the Soviet scientists who come to the West.

Since my first scientific visit to the Soviet Union in 1969, I have visited the region

11 times. I have given seminars and lectures on my work in theoretical condensed-matter physics at many of the major institutes of the Soviet Academy of Sciences. I have continuing contacts with dozens of scientists in the former Soviet Union.

Before the breakup of the union, Soviet basic research in physics and mathematics was a very complex activity. It encompassed world-class science with important applications in electronics, communications, and other areas, but also mediocre

"The evidence is clear and the conclusion even clearer: Do not send funds to support the decaying remnants of a once-proud scientific establishment."

science, political favoritism in appointments, and wasted human resources.

It is well known that scientists of Jewish background were severely discriminated against; "special" university entrance examinations weeded out all but a very few potential scientists of Jewish origin. Other ethnic prejudice was evident. I recall that physical scientists at a major Leningrad physics laboratory routinely referred to colleagues from southern republics such as Azerbaijan as "nopes" and treated them as such. Estonians in the past accepted Russians in their laboratories (under duress in some cases), but now, with the full flowering of repressed ethnic hatred, many excellent Russian scientists find themselves denied the opportunity to work in Estonia. The same stories, with variations, have been and are being played out all over the former U.S.S.R.

What kind of research is even possible

now in the former Soviet Union? Reliable reports indicate that even the best research groups have been devastated by the present economic turbulence. Current journals simply are not available, so even the top laboratories may be many months or even a year behind the current state of knowledge. A recent visitor to my research group from the Landau Institute in Moscow spent weeks in our library catching up. Previously the institute had been in the forefront of almost all areas of theoretical physics.

Experimental laboratories in the U.S.S.R. always were short of hard currency to pay for Western equipment and repairs on that equipment. But the ingenuity of the scientists often overcame such problems. Now, however, reports indicate that intermittent electric power failures in laboratories are knocking out equipment and setting back research. Further, many members of research teams are spending much of their time scrambling to get provisions for their families, resulting in frequent and unpredictable absenteeism.

Is it any surprise that record numbers of scientists and their families have left and are leaving the former U.S.S.R. and its wounded research laboratories? Many of the best scientists already have obtained tenured positions at leading universities in the United States and Europe. What of the large number who remain and are trying—in some cases desperately—to leave?

I BELIEVE that solutions to this problem exist—but satisfactory ones will require a significant investment. Some leaders of American science have proposed that researchers with grants from the National Science Foundation should be given small supplements that they could

Continued on Following Page

The West and the Fate of Scientists From the Soviet Union

Continued From Preceding Page
use to finance short trips to their labs by selected Soviet scientists.

Another version of this idea suggests that half of the MacArthur "genius" grants should go to scientists in the former Soviet Union—to be paid to them in U.S. dollars—so that they can carry out their work in the new republics. Yet another idea is that money should be given so that the nuclear scientists can stay at home and disassemble atomic weapons and plants. These and related ideas have in common the proposition that the United States (and the West) can and should stabilize the pre-existing establishment.

I submit that these proposals are basically flawed and will not work. Besides the danger that U.S. funds would wind up in the hands of some of the same administrators who were corrupt or biased or who mismanaged the previous system for political advantage, the recent proposals assume that the situation is essentially static. But there is not the slightest evidence that after the present instability scientific life can resume a pattern of high-level work.

To emphasize the futility of trying to use money to support even a small number of the best scientists in their Russian labs, let me note a case I know well. A young and highly talented theoretical physicist who had worked with my research group for six months returned to a physics institute in Moscow in September. He was able to take back a sufficient supply of dollars for himself and his family for the winter and spring. But the trials of obtaining provisions for his family and of trying to organize his students and other colleagues have proved so daunting that the many plans he made to finish high-priority projects and write additional grant proposals have progressed at a snail's pace. This is only an isolated example, but my information is that it is typical of the present situation.

I think the evidence is clear and the conclusion even clearer: Do not send funds to support the decaying remnants of a once-proud scientific establishment. We cannot "give" useful and meaningful work to anyone to keep them in place!

SOVIET SCIENTISTS can be saved, however. They can be gainfully employed in the United States and Western Europe doing more useful work than making bombs. Recall our history. During the depression of the 30's, scientists who fled the Nazis and Fascists were instrumental in helping us create the technology that helped win World War II.

After the war, American science expanded and became an enormously fertile source of new technologies (the transistor, the electronics industry, computers, and communications are examples). As measured in patents or Nobel Prizes and Fields Medals, we became a world leader in science and science-based industry. A significant part of the reason was the work of the refugee scientists, augmented by that of the "brain drain" scientists who came in the 50's.

The sources of funds for that expansion ultimately were public and tax based. Wise policies were devised that supported scientific growth in several ways that I believe we can emulate now. Such policies could help prepare us for the next advances in technology and help replace shrinking industries with new ones. They include:

■ Adjusting the federal tax code, by adding new and expanded tax credits for research expenditures, to encourage more

companies to form and operate basic-research laboratories. The companies would benefit from the resulting new technologies and patents.

■ Creating new national laboratories like Brookhaven, Los Alamos, and Fermilab, and expanding existing ones in association with university consortia.

■ Expanding support for doctoral fel-

lowships, research associateships, and postdoctoral fellowships in universities.

■ Increasing support for imaginative and effective science teaching in colleges, high schools, and grade schools. Among the noteworthy success stories of the Soviet educational system (at the grade-school and high-school levels) are the "Olympiads," which encourage students to pursue careers in science and mathematics.

Can we absorb the displaced scientists? A 1990 report from the National Science

Foundation, "The State of Academic Science and Engineering," projected a shortfall in America of from 400,000 to 625,000 bachelor's-degree holders in the natural sciences and engineering by 2000. The shortfall of master's- or Ph.D.-level scientists was not explicitly given, but can be estimated from the study to be in the tens of thousands because of anticipated open-

"There is not the slightest evidence that after the present instability scientific life can resume a pattern of high-level work."

ings in industrial laboratories and faculty positions by the end of the decade.

IT SEEMS FAIR to assert that America alone could welcome and accommodate in our laboratories, industries, and universities a good fraction of the trained scientists of the former U.S.S.R. who will want to emigrate. Even though many defense industries are laying off scientists and engineers, more will still be needed because some of the money from

the "peace dividend" will have to go to research to develop new peacetime technologies, including methods of cleaning up the environment, development of cleaner and cheaper forms of energy, and processes to help rebuild the country's physical infrastructure.

Of course we must be fair to the many highly talented native-born and American-educated scientists now on the job market. It is no secret that the past two years have been the tightest in some time for new Ph.D.'s looking for employment. But if the federal government accepts the challenge and responds properly, I believe that we can make good use of both the scientists trained here and the wave of scientists from the former Soviet Union.

If we ignore this new pool of scientists or throw money at a decaying structure abroad, we may miss an unparalleled opportunity to help both ourselves and the scientists. But if we welcome them and allow them to join our own scientific workers in developing post-cold-war high technology here in America, we can benefit ourselves, the scientists, and the rest of the world.

Joseph L. Birman is Distinguished Professor of Physics at City College of the City University of New York.

MÉLANGE

Changing Things in Education; the Role of Art Museums; a Resurgence of Isolationism; Poetry as Metrical Writing

IF WE WANT to change things in education, we have to take some tough positions. One is for American businesses to link getting jobs with high-school achievement; another is for colleges to do the same thing in setting admission standards. Elementary and secondary schools would then have support for upholding standards. Parents and teachers would have support when they say, "Unless you turn off the television set and work harder, you're not going to make it." And our students—whether in public or private schools—would have evidence that working hard and learning something are essential to getting what they want.

—Albert Shanker, president of the American Federation of Teachers, in the February 2 issue of *The Washington Post*

ART'S HIGHEST REWARD is personal discovery. Like falling in love, the experience is unique to the individual. It cannot be programmed. But it can be encouraged.

My hope, for the future of our art museums, is to find the permanent collection returned to center stage. This is not to abandon special exhibitions or even the quest for new acquisitions, but to refocus these activities in relation to the works of art at the heart of the institution—the masterpieces overlooked because they are always there. . . . We must return the great art in our public collections to what [Franklin Delano] Roosevelt so aptly called public use.

There are heartening signs of change, of new or improved efforts to invite the essential discovery that works of art can enrich the pleasure or diffuse the pain of being alive. Very little is required: curiosity, imagination, longing, accessibility, and encouragement. New

modes of presentation quickly kindle new ways of looking and response. Nor does it take long to realize that the more we explore, the more we discover. The greatest wonder of great art, always, is that it is at once timeless and timely. If we will but give it time.

Must we justify? Some years ago, a BBC commentator queried Kenneth Clark about the purpose of art. Lord Clark responded, "I can only ask you, what is the purpose of love?"

—Marilyn Perry, president of the Samuel H. Kress Foundation, in *The Economics of Art Museums*, edited by Martin Feldstein, professor of economics at Harvard University, published by the University of Chicago Press

IT TOOK THE SECOND WORLD WAR to finally convince us that the two oceans that separate us from Europe and the Pacific Rim nations are not sufficient to leave us in safe and splendid isolation. Yet isolationism has resurfaced several times since: once immediately after the war, before we came to understand that Communism was a threat to us as well as to Europe and the rest of the world, and again after our misadventure in Vietnam.

And now, once more, we see powerful isolationist pressures, born this time out of the recession and the decaying social and physical infrastructure of our nation, and the realization that we no longer need to spend \$300-billion a year on the military, half of it to defend Western Europe from Soviet aggression.

Rather than carefully analyzing the difficulties we face both at home and abroad, too many of our political leaders, including some of the Presidential candidates, are advocating withdrawal

from the international arena in favor of an almost exclusive attention to domestic problems.

The debate over aid to the former Soviet Union is a case in point. It seems clear at least to some of us that, after spending several trillion dollars opposing Soviet aggression, we have a vital stake in the success of democratization in that region. Certainly, offering some of our resources to help dismantle Soviet nuclear arsenals would be money well spent.

—Robert H. Atwell, president of the American Council on Education, in a speech at its annual meeting

ENROLLED in an Introduction to Poetry class taught by . . . J. V. Cunningham. On the first day of the course he said, "If this were a course about elephants, we would have to know what an elephant is. What is poetry?" Then he sat there, leaning his long lean frame (with pants too short and socks rolled on his ankles) against the desk, smoking cigarette after cigarette and flipping each skillfully across the room to arc over the glass windbreak on the window and sail outside, listening to us exchange moonlight-in-frog's-belly and hyacinth-and-biscuits opinions (those phrases are from Sandburg) for most of the hour. At last he said, "So far as I'm concerned, poetry is metrical writing. If it's anything else, I don't know what it is."

I was outraged. That definition sounded reactionary. It sounded like something my parents might say. But I was also challenged. —Judson Jerome, poet and poetry columnist

for *Writer's Digest* before his death last August, in *The Youthful Look: A Memoir, 1947-1952*, published by the University of Arkansas Press

OPINION

By Raymond Tackett

IN THE WEEKS BEFORE the new semester began, the photocopying shops that serve college and university campuses were busy preparing packets of reading materials that professors had assigned for their courses. The preparation of such packets was once routine, but it now is fraught with difficulties because of last year's court decision in *Basic Books v. Kinko's Graphics Corporation*.

In that decision, the court concluded that Kinko's, a chain of copy shops, had infringed on publishers' copyrights by reproducing excerpts of books without permission. The court drew a line separating profit-making copy shops from non-profit educational institutions by ruling that photocopying course packets are not educational material until they are in students' hands.

That distinction has effectively removed from copy shops the concept of "fair use" of copyrighted materials for educational purposes, which allows limited copying of material without permission. Copy shops now must obtain permission to use all material that has been copyrighted, including out-of-print books, no matter how small a portion of the copyrighted material is to be used or how few copies are to be made. Any permission issued to an instructor or institution does not apply to the copy shop (unless it so states). And published material written by instructors cannot be used in their own packets until the copyright holders—often the publishers—have granted permission to do so.

The results of the Kinko's decision have been inconvenience, delays, and increased costs for everyone involved, including copy-shop owners, publishers, professors, and students. As a result, there has been a tremendous increase in the number of permissions that copy shops must request, compounded by waits of one to two months for responses from many major publishers.

Dealings with publishers have varied widely. For example, professional and trade journals generally respond to permissions requests faster than the major trade publishers. All of the publishers in England are very difficult to deal with; they have not responded to most of our requests. Our limited contacts with German publishers, however, have been very satisfactory.

Some publishers refuse to accept requests sent via facsimile machines, and others have installed recordings and electronic mailboxes to accept messages, making it almost impossible to contact their permissions' departments by phone. Leaving messages usually is a waste of time, since calls rarely are returned.

Following are some specific—and typical—problems I have encountered in seeking permissions from publishers:

■ A month after I make a request, the publisher replies that it no longer owns the copyright; I now must contact another publisher. Three to four weeks after con-

tacting the second publisher, the company responds that it no longer owns the copyright; it has reverted to the author, for whom the publisher has no current address.

■ The copy shop's request form specifically states that the proposed use of the material is in a class packet combined and bound with other materials. The permission is granted with the provision that it "cannot be used in combination or bound with other materials."

■ I call to check on a three-week-old request and am informed that my original fax was not received. I re-send the fax; the receipt shows that the second fax was re-

Copyright Law Needs to Include 'Fair Use' for Course Materials

ceived by the same machine that received the original request. The second request will be processed according to the date of its receipt, not the date of the original request.

PROFESSORS bear some responsibility for the complications and expense that both copy shops and publishers are experiencing. Sometimes professors wait until the last minute to inform a copy shop about a class packet that they want prepared, not allowing the shop enough "lead time" to obtain the necessary permissions. In other cases professors ask copy shops to request permissions for materials that they later decide will not be used in class packets. The copy shop winds up absorbing the cost of such wasted work. The process of requesting and giving copyright permissions is expensive for both copy shops and publishers, so professors should use copyrighted materials sparingly and plan well in advance, since course packets may take up to two months to prepare.

At the same time, however, a professor should not feel obligated to use materials when the royalty fees charged by publish-

ers are excessive. Royalty fees asked by publishers have varied from nothing to as much as \$100 a page. One publisher wanted \$5 a packet for use of material written by the professor teaching the class. When I questioned this fee, the publisher bluntly informed me: "The professor is not using this material, the students are, and they can afford to pay for it." In some cases, prices of packets have increased by 25 or 50 per cent or more because of royalty fees paid by copy shops and then passed on to students.

Many professors are disturbed that their students must pay royalties on class packets. These professors say that they have

never received royalty fees from publishers for their published works, so why should their students have to pay fees? Some professors are giving up on class packets and instead are placing materials on reserve in libraries. But, in fact, copies of the materials are still being made, although publishers are not receiving royalties. The ones profiting are the copy-machine franchises in college libraries.

The non-profit Copyright Clearance Center has entered the permissions picture as a middleman between copyright holders and copy shops and professors. The center, created at the suggestion of Congress in 1978 when a revised copyright law took effect, has established an Academic Permissions Service in an attempt to ease some of the extra work that the Kinko's decision has created. However, our copy shop's experience with the CCC has been extremely poor.

As the U.S. representative for publishers located in England, the CCC theoretically can grant permission to reprint material whose copyrights are held by those publishers. But when we faxed a request to the CCC to try to expedite 15 requests that we had previously made to English publish-

ers, it took several phone calls to the center and at least a month to obtain written permission for eight of them. The center said that it did not have the authority to grant the other seven requests.

The National Council of Teachers of English granted all of our permissions requests for the fall 1991 semester in only two to four days and did not charge royalty fees. However, when I contacted the council for permissions needed for the spring semester, I was told that the CCC will handle its permissions in the future. Now, presumably, royalty fees will be charged, since the CCC partly supports itself by charging copyright holders 10 per cent of all the fees it collects. The center's involvement also means, based on my past experience, that I will experience significant delays in receiving permissions.

Furthermore, it appears that using the CCC instead of going directly to publishers may add 25 per cent or more to the basic royalty fees that copy shops must pay, when you take into account the registration and yearly fees that the center charges for its services, in addition to its processing charges to both copy shops and copyright holders. We have been forced to join the Copyright Clearance Center against our better judgment because some copyright holders—including several educational publishers and a few major university presses—are no longer granting permissions directly. However, we intend to use the clearance center only when we have no other choice.

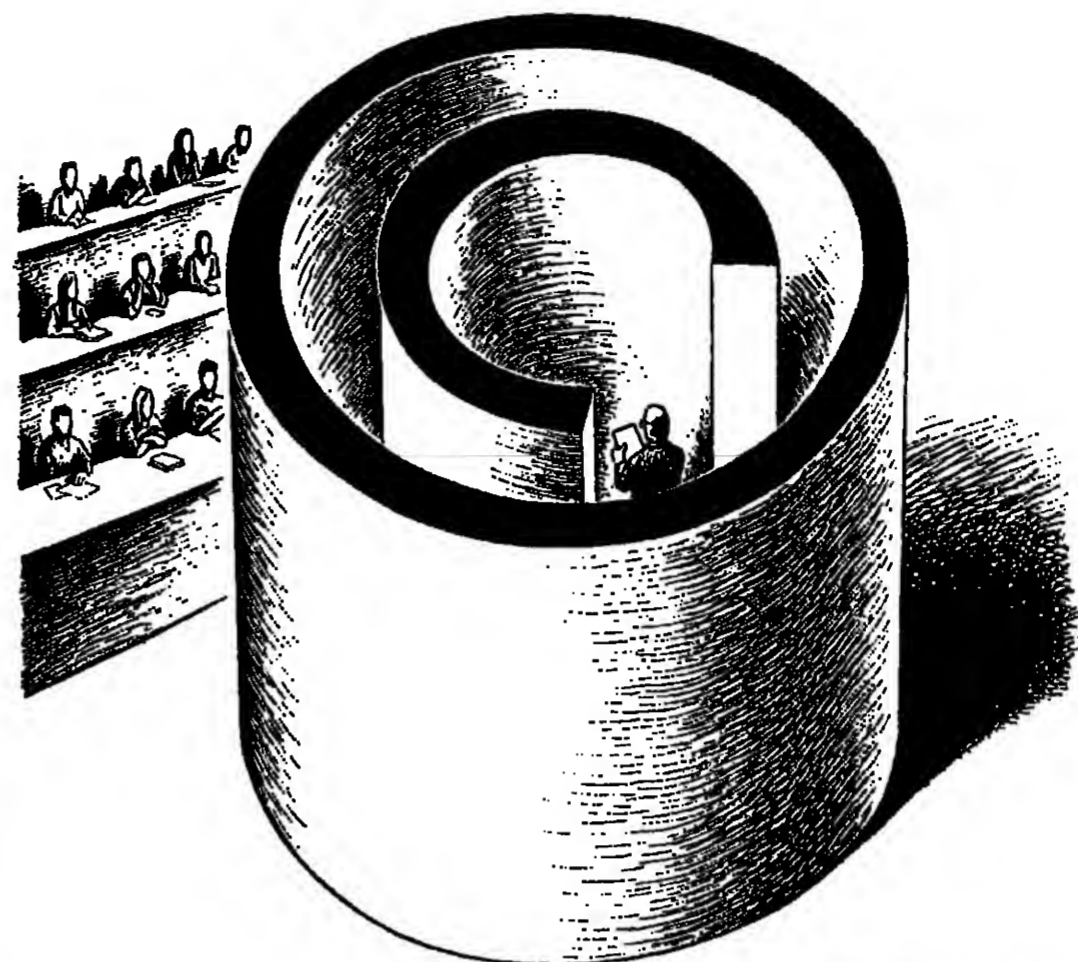
To skirt the difficulties, copy shops that do not care about the copyright laws and professors whose only concern is the price of class packets are forming a black market in low-cost class packets.

These copy shops and professors simply do not seek permission to reprint copyrighted materials. This black market ultimately will hurt legitimate copy shops by diverting business away from them and will cost publishers money. It also could lead to another lawsuit, the consequence of which might be the educational community's loss of the privilege of "fair use" and the elimination of class packets altogether.

COLLEGES AND UNIVERSITIES should try to help prevent these consequences by lobbying Congress for changes in the copyright laws that would allow the use of copyrighted materials in class packets and at the same time protect the rights of copyright holders.

For example, the "fair use" provision of the copyright law should be modified so that copyrighted materials used in class packets are considered educational throughout the packets' production, not just when they are in the hands of students. Also, the "qualitative" aspect of the provision should be eliminated. According to the Kinko's decision, in determining fair use, "Courts must evaluate the qualitative aspects as well as the quantity of material

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LETTERS TO THE EDITOR

The Acrimonious Debate Over Feminist Philosophy

TO THE EDITOR:

There are numerous problems raised by two recent companion articles by Scott Jaschik on the anti-feminist work of Christina H. Sommers ("Philosophy Professor Portrays Her Feminist Colleagues as Out of Touch and 'Relentlessly Hostile to the Family,'" and "Raw Over an Unpublished Article Illustrates the Enmity in the 'Political Correctness' War," January 15).

First, Jaschik reports me as criticizing Sommers for "making complaints against various feminist philosophers in public settings" rather than going through appropriate committees for professional grievance. Don't air dirty laundry in public is what this paraphrase of my position seems to say. That is not my view. Instead, in a letter to the editor of mine to be published in *Proceedings and Addresses of the American Philosophical Society*, which Jaschik read, I argued primarily that unfounded allegations of professional misconduct against named individuals should not be aired in publications of the American Philosophical Association.

Last fall, Sommers harassed the association's board of officers into agreeing, without precedent, to publish a slanderous diatribe of hers that accuses certain named feminists, myself included, of attempting to suppress her work. No review committee for professional grievance has ever examined Sommers's charges. This constitutes an anti-liberal attempt to punish the accused (by damaging our reputations) without a fair hearing.

There is a further crucially relevant development in this battle of letters between Sommers and myself. Sommers received advanced warning that my letter was to appear alongside her smear sheet in the relevant APA publication. When she found this out, she launched another harassing assault against a key APA board officer in an effort to have my letter temporarily squelched, its publication postponed to a later issue where it would be much less rhetorically effective. In other words, she angled for the (temporary) censorship of my views about her at the same time that she was crying foul over actions by me that, even in her

own terms, do not amount to anything near censorship.

This sorry episode was not the first time that Sommers has tried to block the publication of something that I have written about her that had already been accepted by an editor. If I do have what Sommers calls an "ax to grind," it results from the hatchet jobs that she has tried to perform on me.

Second, Sommers claims that feminists have made no "good-faith effort" to respond to her views, but have only called her names. She knows full well that my two papers about her (both published in *The Journal of Philosophy*, XX, Nos. 1 and 2, Spring and Fall 1989) present careful, sustained—but critical—philosophical arguments. It appears that, in Sommers's view, a discussion of her work is not a "good-faith effort" unless it rubber-stamps her opinions.

As for name-calling: Bolderdash! I criticized Sommers's views, not her person. In her responses to my writings, however, Sommers launches an assortment of nasty personalized epithets at me. In her first commentary on my writings, I am called, among other things, "snide," "patronizing," "condescending," "insinuating," "elitist," and "perverse." In her later installment, matters really grow torrid, and I am demonized beyond recognition. "Big Sister," recalling 1984, is one sad sample.

Third, beneath Sommers's invective lie two typical lines of attack against most feminist philosophies. One line is to claim—without any supporting evidence—that our views are not popular with "most women." The other is to quote or paraphrase seemingly implausible sentences from feminist texts (in a kind of hit-and-run, slash-and-burn, rhetorical style) and use each one to denounce a wide, diverse group of feminists. The underlying methodological presuppositions of this critical strategy, if there are any, appear to be these:

- Philosophies should win popularity contests.
- Every sentence in any writing by a philosopher should withstand critical scrutiny.
- Each member of a school of

thought should be held philosophically accountable for every sentence written by every other member of the school.

If these are the standards to which philosophical theories are to be subjected, then there will be no more battles over the philosophical canon; there will be no canon. Even the "great dead white men" of the Western tradition cannot pass muster under these demands.

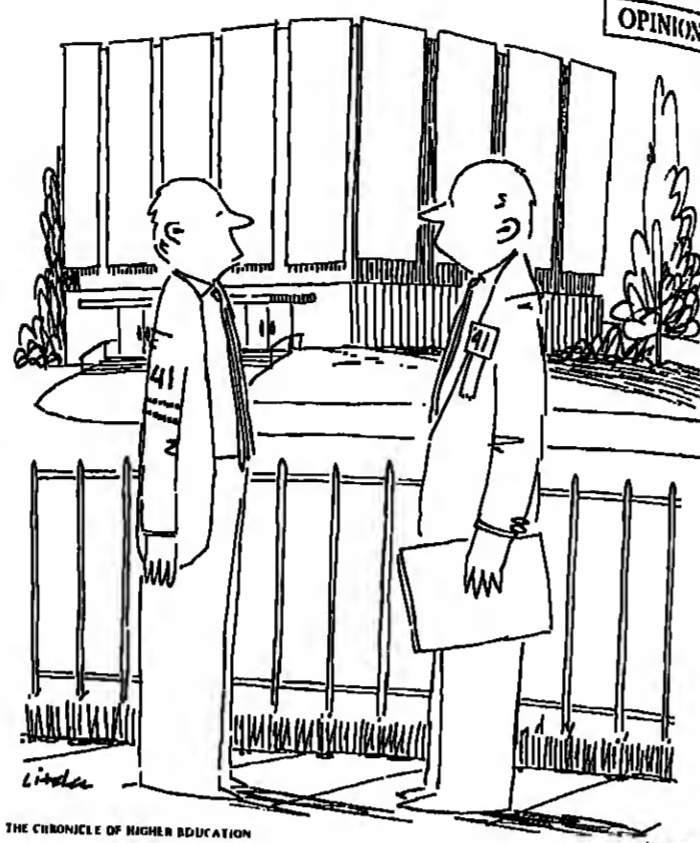
Should feminist theory fall under a stiffer "popularity" requirement than other philosophies by virtue of its claims to represent women's points of view? No. Anyone familiar with recent feminist theory knows that its proponents now aim to avoid overly generalized claims about and on behalf of women—a caution that Sommers would do well to emulate.

Furthermore, Aristotle, Kant, and Mill each invoked the support of common opinion for their respective ethical theories. That those divergent philosophies could not each have been the most popular ethical system for any given culture has not mattered to their canonical standing.

Sommers also undermines her methodology by sometimes wrongly paraphrasing feminist views and, at other times, by presenting isolated quotations without any reference to the underlying textual defenses that clarify their meaning. In addition, sweeping generalizations about so-called female feminists tumble out of Sommers's writings at breakneck speed.

Here is one sorry example: Sommers quotes Simone de Beauvoir as having once written that women should not be permitted to choose the role of traditional wife and mother. Sommers also finds that many feminists have critical things to say about the social construction of masculine sexual desire as a constituent of "normal" femininity. On this basis, Sommers accuses me and all other "gender feminists" of wanting to seize the machinery of government and use it to police women's life choices and sexuality. Patient nonsense!

Thus, distortions, insults, and censorship are among the risks that await the feminist who attempts a good-faith intellectual exchange with



"The fine-arts building is now a computer lab. The biology-chemistry building is now a polymer-science research center. The Remington Mansion is the new administration building and the railroad yard is a high-tech park. Otherwise it's the same old place."

Sommers. No wonder, then, that no one else bothers to do so.

MARILYN FRIEDMAN
Associate Professor of Philosophy
Washington University
St. Louis

TO THE EDITOR:

Thank you for reporting on the tribulations of Christina H. Sommers. The intolerance and hostility that she has encountered would be disturbing in any academic environment, but to see a cabal of philosophers attempting to lynch a fellow academic because she criticizes their views is appalling. The airing that you have given to this sordid episode should embarrass those who have substituted mendacity and character assassination for rational debate, but I doubt that it will.

BRUCE BURACZ
Professor and Chair of Philosophy
University of Missouri at Kansas City
Kansas City, Mo.

TO THE EDITOR:

Christina H. Sommers had the integrity and the courage to stand up to the intimidation, mean-spiritedness, and total lack of professionalism displayed by her radical-feminist colleagues. For that alone, she deserves our admiration and respect, whether we agree with her views or not.

MICHAEL D. ROTH
Professor of Philosophy
Franklin & Marshall College
Lancaster, Pa.

TO THE EDITOR:

In any discipline, there is a fine line between criticism and even moderate polemic, on the one hand, and personal attack designed to demean and abuse one's opponents, on the other. The controversial nature of much of what is discussed by philosophers makes the maintenance of such a line among philosophers especially delicate and especially important. Christina H. Sommers has repeatedly crossed that line and in doing so rendered a disservice, in my opinion, to the profession.

Several passages in your long feature on her particularly disturbed me. Its opening paragraph, in which the chairperson of her department is

quoted as lauding her "talent for skewering people with their own words," is one of these. As I have heard and read her employ this "talent," it consists in large measure of tendentiously taking phrases and sentences out of context and then using them to misrepresent. When our undergraduate students use this technique, we do not usually praise their "talent."

Moreover, "skewering" others, or even "riling" them, as your headline would have it, is not usually thought to be the point of philosophy. Nor is "blowing the cover" of others, the Sommersian talent alleged in the article to have been attributed to her by a philosopher in Texas. He is cited as saying that the "group of thinkers" whom Professor Sommers attacks is not really identifiable with "real-world feminists." One wonders who they are supposed to be, and just how he knows. At least he admits that feminist philosophers are thinkers, something that the shrillness of the attack on them might have caused some observers to question.

What may be most disturbing of all is the news that Professor Sommers is cited in speeches by Lynne V. Cheney of the National Endowment for the Humanities. Of course, it all depends on what Ms. Cheney cites, but the implication of your article is that Professor Sommers is being used to attack feminist philosophy. . . . The use of philosophers and other scholars to promote a regime's party line used to be considered a deplorable practice in Eastern Europe. It was.

The enormous animosity that Professor Sommers, no doubt for reasons known only to herself, has succeeded in creating renders even more ironic what she is quoted, both at the end of the article and in your first-page "Quote, Unquote" column, as saying about "vitality and humor and *joie de vivre*." Those qualities belong in abundance to the objects of her sharpest attacks whom I know personally, probably a majority of that group. They are the very qualities that Professor Sommers . . . may have succeeded in diminishing if not destroying. Most of my colleagues do not relish the atmosphere of hostility

OPINION

that she, seemingly despite herself if we are to believe her, seems insistent on creating and sustaining.

WILLIAM L. MCBRIDE
Professor of Philosophy
Purdue University
West Lafayette, Ind.

TO THE EDITOR:

I find it fascinating that Christina H. Sommers can accuse the so-called gender feminists of precisely the behavior in which she engages. . . . She is reaping the benefits of establishing her own "intellectual fashion," including two articles in *The Chronicle*. I question the basis of her assumption that most women "don't want a revolution" and "want nothing to do with gender feminism," as well as her hope for a generation of young feminists who "don't have an ax to grind."

As a recent participant in an undergraduate women's-studies course, I can testify that most young women do not identify gender feminists as the "powerful cult" that Ms. Sommers describes. Despite her doubts, Ms. Sommers's "liberal" viewpoint is given wide consideration in women's-studies departments. By accusing other feminists of being out-of-touch and by grinding her own philosophical ax at the expense of other scholars, she is in danger of establishing one of the "wildly over-inflated feminist reputations" that she is praised for taking on.

M. AMANDA NASH
Fitzgerald, Ga.

High-tech lynching sparks debate

TO THE EDITOR:

It is with great dismay that I respond to the article written by Estelle B. Freedman, a professor of history at Stanford. In her piece on "The Manipulation of History at the Clarence Thomas Hearings" (Opinion, January 8), she shows incredible shortsightedness.

Ms. Freedman accuses Judge Thomas of misusing the lynching metaphor. She asserts, "To the best of my knowledge, no black man was ever lynched for assaulting a black woman."

That could very well be true. But also historically, whites found excuses for bringing down those blacks who asserted themselves in society.

The piece fails to investigate this closely.

Ms. Freedman, being a professor of history, surprisingly fails to apply history of days past to the reality of the present. She accuses Judge Thomas of misusing the lynching metaphor without exploring his meaning very thoroughly. White men did lynch black men. Sometimes it was because they had accused a white woman, but often it was on trumped-up charges. . . .

Judge Thomas knew exactly what he was saying when he used the lynching metaphor. With anyone else, the allegation of sexual harassment (not even sexual assault) would have been duly noted but would not have caused a further hearing. But, because the nature of this allegation was one of the few black stereotypes that could topple Thomas's credibility, he was recalled to the witness stand.

While Anita Hill was the one making allegations, Thomas, and almost everyone else, knew that there was more behind it. The Senator who had his staff solicit her participation and the board of mostly white special-interest lawyers behind her told the story. The white mob was out to remove Judge Thomas any way they could. When Thomas used the lynching metaphor, he caught our attention effectively and without manipulating history; he just brought it into modern times.

Perhaps Clarence Thomas could have been discredited on other grounds, but his ability to say what he means and mean what he says need not be questioned. In that area, he is extremely astute, astute enough to talk his way into the Supreme Court.

CATHERINE NEUMAYR
Senior Admissions Counselor
University of San Francisco
San Francisco

TO THE EDITOR:

I fully agree with Estelle B. Freedman's opinion about the Thomas-Hill hearings. . . .

I, too, am unaware of any man, black or white, being lynched on accusation of sexual assault brought by a black woman. Missouri history contains several vivid examples of the reverse.

As Melton A. McLaurin makes clear in *Cella, A Slave* (University of Georgia Press, 1991), the rape of a

slave was, at worst, a trespass to property, and if her owner raped her, he committed no trespass. . . .

In Columbia, Mo., in 1923, three black men were confined in the same cell in the county jail. Two were charged with the rape of black women and the third was charged with the attempted rape of a white girl, the 14-year-old daughter of the chairman of the German department at the University of Missouri. A mob broke into the jail, taking only the black accused of attempted rape, and despite the protest of the father of the alleged victim, the mob lynched the accused, James T. Scott, a junior at the University of Missouri Medical School, by throwing him from a bridge with a noose around his neck. The mob obviously had no interest in lynching men accused of raping black women. They remained safe in the same cell from which Scott was dragged and murdered.

Is it credible that the white-male Senate Judiciary Committee would be ignorant of the history of American indifference to black women's charges of rape? Isn't it more likely that, at best, our elected officials reflect society's continuing indifference to charges of sexual wrongdoing brought by black women?

HARRIET C. FRAZIER
Associate Professor of Criminal Justice
Central Missouri State University
Warrensburg, Mo.

It's time to end 'prattle' about the 'end of history'

TO THE EDITOR:

The continued prattle about "the end of history" is inane ("Author Revisits Disputed Thesis About the 'End of History,'" January 8). I am reminded, in fact, that the two major groups who use similar language are: (1) assorted religious groups (often nutty, albeit well intentioned) and (2) those who predicted at the end of the 19th century that every possible invention had already been created!

It's time to end not history, but this "chronocentrism," the latest academic folly induced by human myopia.

MICHAEL W. ECKER
Professor of Mathematics
Pennsylvania State University
Wilkes-Barre Campus
Lehman, Pa.

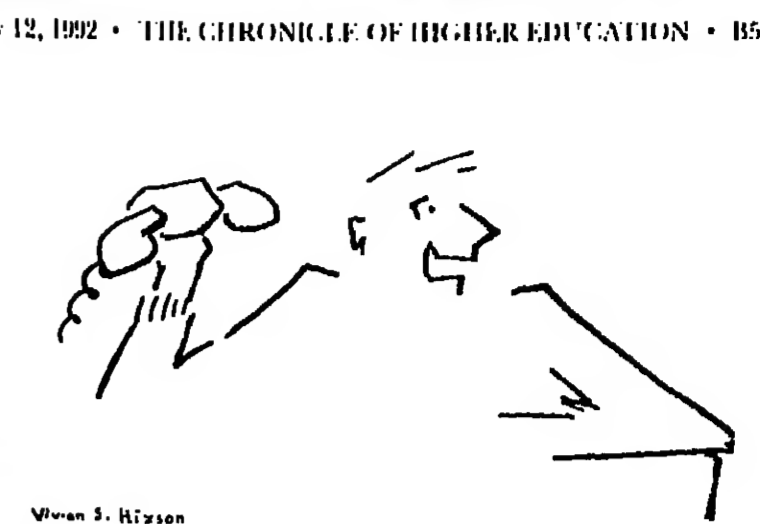
Scholarly convention had multifaceted agenda

TO THE EDITOR:

I read with sadness and dismay the letter of Laurence Jarvik ("pc atmosphere reigns at scholarly convention," January 22). Mr. Jarvik's experience of the annual meeting of the American Studies Association appears to have been so much narrower than the meeting allowed.

In a conference of some 108 sessions and workshops and 575 participants, he picked out half a dozen or so to which he objected. But he and your readers might wish to know that these sessions constituted part of a multifaceted exploration of "The Question of Rights," which ranged widely over the political as well as the academic spectrum, involved the most traditional as well as the most avant-garde scholarship, and certainly included attention to the first 10 amendments to the Constitution. Among other issues, the conference explored property rights, reproductive rights, civil rights, and the rights of Native Americans in the colonial period as well as in the more recent past.

The American Studies Association has always offered an unconventional approach to the study of American



"O.K. My roommate's bringing a tape deck, a hi-fi, a microwave and a refrigerator, and I'm bringing my TV. If I can just get a VCR, my first year at college will be great!"

society. Since 1948, long before the current controversy over political correctness, local and national conventions have featured such subjects as animal rights and concerned themselves with issues of identity, meaning, and resistance. The most frequently requested article in our journal, *The American Quarterly*, is on *The Wizard of Oz* as a popular fable. We welcome and encourage dialogue around all aspects of American culture.

I hope Mr. Jarvik will attend next year's conference with a more open mind.

ALICE KESSLER-HARRIS
President
American Studies Association
and Professor of History
Rutgers University
New Brunswick, N.J.

Minimum test scores for student-athletes

TO THE EDITOR:

The National Center for Fair and Open Testing was surprised to read that the College Board, the American College Testing Program, and the National Association of College Admission Counselors all supported a National Collegiate Athletic Association proposal reinforcing minimum test-score requirements to deny students athletic eligibility and scholarships ("Easy Passage Expected for Proposals to Raise NCAA's Academic Standards," January 8).

Although the revised NCAA plan creates an "indexing system" in which students with higher test scores can qualify with lower grades, absolute test-score minimums of 700 on the SAT or 17 on the ACT remain unchanged.

Three years ago, College Board president Donald Stewart directly criticized the NCAA's use of standardized tests in eligibility decisions, saying that imposing a minimum test score "puts an improper burden on the test," and that no one single standard should be applied to all colleges (*The New York Times*, January 25, 1989).

Moreover, the College Board's "Guidelines on the Uses of Test Scores and Related Data" tell users to avoid "using minimum test scores without proper validation" and "making decisions about otherwise qualified students based only on small differences in test scores." NCAA research offers evidence that, in fact, many student-athletes who score below the SAT and ACT cut-off scores can and do succeed in college.

ACT and the association of admissions counselors also contradicted their test-use policies. ACT's "Statement of Policies" reads: "ACT test score data should not be used as the

sole criterion for admission/selection decisions" and "selection procedures . . . should be systematically validated."

Likewise NAACAC's "Statement of Principles of Good Practice" tells its members to "refrain from using minimum test scores as the sole criterion for admission, thereby denying certain students because of small differences in scores," and to "refrain from using tests, as they pertain to the admission of students and to the packaging of financial aid, to discriminate against students whose scores may reflect socio-economic status, race, gender, disabling conditions, and/or ethnic background."

This turnaround on the part of the test makers and the organization representing college-admissions professionals will surely undermine their ability to deter similar test misuses. It also calls into question their claims of consistently supporting fair testing practices.

SARAH STOCKWELL
University Tests Coordinator
The National Center for Fair and Open Testing (FairTest)
Cambridge, Mass.

New mascot proposed at Arkansas State

TO THE EDITOR:

Of relevance to the article on Indians as university symbols and mascots ("New Debates Rage Over Symbols That Offend Many American Indians," January 8): The faculty senate of Arkansas State University recently endorsed a resolution recommending that "ASU immediately remove official sanction of symbolism potentially disrespectful to Native Americans or any other ethnic group, discourage as far as possible within the spirit of First Amendment freedoms the use of such symbolism in all contexts associated with the institution, and begin the search for a more appropriate mascot."

WILLIAM M. CLEMENTS
Professor of English and Folklore
Arkansas State University
State University, Ark.

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

Copyright Law Should Include 'Fair Use' for Class Packets

Continued From Preceding Page

copied. A short piece which is the 'heart of the work' may not be fair use and a longer piece which is pedestrian in nature may be fair use." But no one—neither publishers nor copy shops—can afford to hire experts qualified to make such judgments about the portions of books or articles in question.

COPYRIGHT LAW should address the class-packet problem directly. Provisions should allow the use of copyrighted material in class packets in exchange for reasonable royalty fees. And the law should mandate one system for obtaining permissions for class packets, to simplify and standardize the process and to keep costs down for both publishers and copy shops.

In the meantime, the following ideas could serve as a basis for dialogue between publishers and educators:

- Professors and students must realize that copyright holders are entitled to reasonable royalty fees.
- Publishers must recognize that use of part of a

book in a class packet does not mean that they are losing a sale. If the material is not used in a class packet, professors will not require students to buy the book or journal in which the material appears. Professors normally use materials from several sources (often 10 to 20 or more); they certainly will not require their students to purchase 10 to 20 textbooks. They simply will put the material on reserve in college libraries, where it often may be copied at will, with no royalty fees paid.

A system is needed that allows for repeated use of material in packets by the same professors for the same courses term after term, so that permissions need be issued only once.

The Kinko's decision has had serious and far-reaching effects on the production of class packets. Everyone involved needs to work together to find solutions that are fair and equitable for all concerned.

Raymond Tackett is the faculty-publishing coordinator for Koples & More, a copy shop in Carbondale, Ill.

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and experience. Application deadline is April 3, 1992. Send letter of application, resume, and three recent letters of recommendation to: Marcia L. Seneholz, Senior Associate Athletic Director, Box 107, Pullman, Washington 99164-1610. Washington State University is an Equal Opportunity, Affirmative Action Educator and

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32, 40, 42, 43
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UNIVERSITY OF NORTH DAKOTA Center for Teaching and Learning

The Center for Teaching and Learning, University of North Dakota, is seeking applications for the following faculty positions. All positions are at the assistant professor level, on the tenure track and are for the academic year beginning August 16, 1992. Summer session teaching and continuing education opportunities are normally available.

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Elementary Education. Responsibilities include teaching an introductory undergraduate course on teaching and learning, teaching other undergraduate and graduate courses according to areas of expertise, advising undergraduate and graduate students; working with educators in the schools and other educational settings; research and writing; and supervision of student teachers. Also desirable is an interest in and knowledge of qualitative research and child study, collaboration with schools through program or grant activity and specialization in a second area of interest such as social studies, classroom management, multicultural education or middle level education.

Elementary Education with emphasis in Middle School curriculum and instruction. Responsibilities include teaching undergraduate and graduate courses in Middle school curriculum and instruction and philosophy of middle school education; advising students; working closely with university and public school colleagues in program development; engaging in scholarly activity and publication; and taking an active role in state leadership for middle school education.

Elementary Education with emphasis in science education or math/science. Responsibilities include teaching undergraduate and graduate courses in science education; advising undergraduate and graduate students; working with educators in the schools and other educational settings; research and writing; and supervision of student teachers. Specialization in a second area of interest such as middle level education, interdisciplinary studies, adult education or research methods is desirable.

Secondary Education. Primary responsibilities are teaching undergraduate courses in curriculum, adolescent psychology or classroom relations and graduate courses in student teacher supervision or improvement of instruction. Additional responsibilities include field placement of secondary students and working closely with cooperating schools; teaching the student teaching seminar; advising graduate and undergraduate students and supervising student teachers. Applicant must be qualified to supervise student teachers. Background in supervision, adolescent psychology, and philosophy of education is desired.

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UNND is an Equal Opportunity, Affirmative Action Employer.

TEXAS A&M UNIVERSITY COLLEGE OF EDUCATION

The Department of Educational Curriculum and Instruction invites applications for four full-time, 12-month, tenure track positions beginning September 1, 1992. Individuals selected for these positions will be expected to prepare grant proposals, and teach undergraduate and graduate research. Minority and female educators are especially encouraged to apply.

1. **Social Foundations/Multicultural Education**
Assistant professor with a strong commitment to social foundations/multicultural education with a record of and a potential for research in this training in historical, philosophical, sociological, anthropological or policy teaching experience is preferred.

2. **Curriculum Theory**
Associate or full professor with a demonstrated ability to produce nationally recognized work that exhibits cultural, gender, and ecological sensitivity. A background in philosophy or critical sociology/sociological theory is desirable. A doctorate in other educational foundations or curriculum theory is required. Public school teaching experience is preferred.

3. **Mathematics Education/Elementary and Middle School**
Assistant professor to develop cooperative mathematics teacher education programs with public school personnel and engage in collaborative interdisciplinary work as a member of the Center for Mathematics and Science Education. A doctorate in mathematics education is required. Special research interests might include mathematics assessment and evaluation, diagnosis and remediation, curriculum development, international programs, and interdisciplinary programs with science and technology. A minimum of three years of K-12 teaching experience is required.

4. **Bilingual Education Specialist**
Assistant professor with additional expertise in multicultural education and content area instruction in bilingual classroom settings. A doctorate in bilingual education is required, as is proficiency in Spanish and English. A successful candidate will have the ability to work closely with public school personnel to develop cooperative teacher education programs and engage in collaborative research with other faculty in the department's language, literacy and culture research unit. A minimum of three years of K-12 teaching experience is required.

The Department of Educational Curriculum and Instruction is one of five departments in the College of Education and employs 35 tenured or tenure-track faculty. Present enrollment in the Department includes approximately 350 graduate students enrolled in the M.S., M.Ed., and Ph.D. programs. The department also enrolls a large number of undergraduate students in a university with a total enrollment of 41,000.

The Department of Educational Curriculum and Instruction and the College of Education have adopted a goal of becoming one of the nation's leading centers for educational research. Collaborative work within and across departments in the College of Education and public schools is promoted in the study of teacher preparation. Scholars will find a supportive and stimulating environment in which to work.

Review of applications will begin on February 20, 1992 and will continue until the positions are filled. Send 1 letter of application; 2 by a vita; 3 by the names, addresses and phone numbers of five references; and 4 by the resumes of publications to:

Dr. James B. Krachi, Head
Department of Educational Curriculum and Instruction
Texas A&M University
College Station, TX 77843-3242
409-455-8364

Texas A&M is an Equal Opportunity, Affirmative Action Employer, actively seeking minority and women candidates.

BULLETIN BOARD: Positions available

WESTERN MICHIGAN UNIVERSITY COLLEGE OF EDUCATION

All positions are at the Assistant Professor level, and tenure track appointments, availability subject to resources. Salary will be competitive. The academic year is eight months, faculty with teaching or summer sessions receive an additional 11% of their salary for each three credit hours taught. A full range of fringe benefits, including full TIAACREF contribution, is provided.

To apply for the following positions, submit a letter of application specifying the position applied for, current vitae, transcripts, placement file (if available), reprints of publications, and three current letters of recommendation which directly address the applicant's competencies and potential in the area specified. Letters of recommendation are to be mailed directly by the author to the search committee chair. Placement files should originate directly from the relevant placement office. Review of applications will begin March 1 and will continue until the position is filled.

DEPARTMENT OF CONSUMER RESOURCES AND TECHNOLOGY
FAMILY STUDIES: Earned Ph.D. in family and child development or a related field is required. Certified Home Economist or Family Life Educator is preferred. Successful candidate will teach undergraduate and graduate family life courses in a home economics/home science department. In addition to teaching, duties include research and scholarly activities, and service to university and community.

Apply to: Dr. Linda L. Darnowski, Chair, Department of Consumer Resources and Technology, Western Michigan University, Kalamazoo, MI 49008-5067.

DEPARTMENT OF COUNSELOR EDUCATION
EDUCATIONAL LEADERSHIP AND COUNSELING PSYCHOLOGY: Earned Ph.D. in counseling psychology or a related field is required. Successful candidate will teach undergraduate and graduate counseling psychology or a related field. Successful candidate will have the ability to work closely with public school personnel to develop cooperative teacher education programs and engage in collaborative research with other faculty in the department's language, literacy and culture research unit. A minimum of three years of K-12 teaching experience is required.

Apply to: Dr. Linda L. Darnowski, Chair, Department of Counselor Education, Western Michigan University, Kalamazoo, MI 49008-5067.

DEPARTMENT OF EDUCATION AND PROFESSIONAL DEVELOPMENT
ARTS EDUCATION AND ELEMENTARY EDUCATION: Assistant Professor, tenure track position. Earned doctorate in Arts Education (Art, Music, Dance or in Education with a specialization in integrating and relating the arts into the elementary curriculum and competence in teaching the language arts. Evidence of successful teaching experience in elementary school. Record of scholarly achievement or potential for scholarly achievement in arts education/elementary education. Preference given to those who have successfully supervised undergraduate field experiences. The individual selected will teach and coordinate an undergraduate, field-based elementary education methods course, "Creativity in the Elementary School," teach courses in reading and the related language arts, serve normal functions of advisor and committee member, teach education courses in regional centers, and may supervise field experiences. The successful candidate will coordinate an interdisciplinary minor in the Creative Arts. Expected to pursue an active research agenda.

ARTS EDUCATION AND LANGUAGE ARTS: Assistant Professor, tenure track position. Earned doctorate in Arts Education (Art, Music, Dance or in Education with a specialization in integrating and relating the arts into the elementary curriculum and competence in teaching the language arts. Record of scholarly achievement or potential for scholarly achievement in arts education/elementary education. Preference given to those who have successfully supervised undergraduate field experiences. The individual selected will teach and coordinate an undergraduate, field-based elementary education methods course, "Creativity in the Elementary School," teach courses in reading and the related language arts, serve normal functions of advisor and committee member, teach education courses in regional centers, and may supervise field experiences. Expected to pursue an active research agenda.

ENGLISH: Basic Writing Skills — Ph.D. in Rhetoric and Composition or Ph.D. in English with emphasis on Rhetoric and Composition preferred. We are seeking candidates with extensive experience of Rhetoric and Composition. Teaching responsibilities will include instruction in Rhetoric and Composition. Preference will be given to candidates who have written and/or published in the area of Basic Writing or as a Writing Program administrator and who will be able to assume a leadership role in faculty development in this area. ESL experience is highly desirable.

Communications/Public Relations — An earned doctorate in Communications, English or a related field (ABD considered) with a strong background in undergraduate teaching is required. Appropriate business experience and/or MAC DTP knowledge preferred. Teaching assignments will include basic and advanced public relations writing and communications courses.

GEOGRAPHY: Environmental Management and Planning — Ph.D. in Geography, and college teaching experience are required. Computer mapping and GIS skills are highly desirable. Teaching assignments will include introductory physical geography courses and Environmental Management and Planning.

HISTORY: African History — Ph.D. in History, an African specialty, and two years of college level teaching are required. Teaching assignments will include undergraduate and graduate courses and World Civilization surveys.

ANCIENT HISTORY — Ph.D. in History, an Ancient History specialty, and two years of college level teaching are required. A medieval specialty is preferred. Teaching assignments will include undergraduate and graduate courses and World Civilization surveys.

Education Specialist — Ph.D. in History, two years of college teaching, and high school level experience supervising student teachers are required. Assignments will include supervising student teachers and education minor programs in both the Day College and Continuing Education and

Western Michigan University is a Carnegie Doctoral I Classification and is one of the state's five graduate-intensive universities. It enrolls approximately 20,000 students in six academic colleges, consisting of 45 departments and 750 faculty members. The College of Education, one of the midwest's leading institutions preparing education and human service personnel, has a tradition of excellence and service. The College offers numerous undergraduate and graduate programs throughout six departments. The College of Education is the third largest college at Western Michigan University, and employs approximately 110 full-time faculty, and 100 graduate assistants, adjunct faculty and professional staff.

Western Michigan University is an Equal Opportunity Employer. In addition, it has embarked upon a vigorous affirmative action program and encourages the applications of women and members of minority groups who are qualified for this position.

Faculty Positions Available

Salem State College is seeking faculty for positions which will be available in the fall of 1992. All positions are tenure track and require a terminal degree in the discipline to be taught unless otherwise specified. All positions prefer a person with experience in and/or commitment to teaching in a multicultural environment with students of varying backgrounds and learning styles. All faculty will be expected to serve as role models and mentors for students of diverse backgrounds. Salary is competitive and commensurate with education and experience. Positions are advertised pending funding.

To apply, submit letter of application specifying position applied for, resume, and three letters of reference to:

Office of Affirmative Action
Salem State College
352 Lafayette St., Salem, MA 01970

Application review will begin March 1, 1992 and continue until the positions are filled.

School of Arts and Sciences

BIOLOGY: Invertebrate Zoologist — Ph.D. in Biology, two years' college level lecture and laboratory teaching experience, specific, and current knowledge of Invertebrate Zoology and a General Biology background are required. In addition to Invertebrate Zoology and introductory Biology, teaching assignments may include Parasitology. Involvement with undergraduate field work, internship and/or research experiences is preferred.

Microbiologist — Ph.D. in Biology or Microbiology, two years of lecture and laboratory teaching experience, specific, and current knowledge of Microbiology and a General Biology background are required. Additional background in immunology and experience in supervising undergraduate research and/or internships are highly desirable. Teaching assignments will include teaching Microbiology, Nursing, and Biology majors, with possible assignments to teach General Biology and Immunology courses.

ENGLISH: Basic Writing Skills — Ph.D. in Rhetoric and Composition or Ph.D. in English with emphasis on Rhetoric and Composition preferred. We are seeking candidates with extensive experience of Rhetoric and Composition. Teaching responsibilities will include instruction in Rhetoric and Composition. Preference will be given to candidates who have written and/or published in the area of Basic Writing or as a Writing Program administrator and who will be able to assume a leadership role in faculty development in this area. ESL experience is highly desirable.

Communications/Public Relations — An earned doctorate in Communications, English or a related field (ABD considered) with a strong background in undergraduate teaching is required. Appropriate business experience and/or MAC DTP knowledge preferred. Teaching assignments will include basic and advanced public relations writing and communications courses.

GEOGRAPHY: Environmental Management and Planning — Ph.D. in Geography, and college teaching experience are required. Computer mapping and GIS skills are highly desirable. Teaching assignments will include introductory physical geography courses and Environmental Management and Planning.

Metropolitan State College of Denver

ANTICIPATED OPENINGS 1992-93

Metropolitan State College of Denver (MSCD), announces the following anticipated openings. Founded in 1963, MSCD is the largest four-year public university in the United States. The college places a high value on teaching, learning, and personal interaction with students, and is committed to delivering quality undergraduate education, and to broadening both access and diversity. The faculty of MSCD are equally committed to service to the college and the surrounding community.

The College is organized into three schools: Business, Letters, Arts and Sciences, and Professional Studies. Located in downtown Denver, the College shares the 171-acre campus of the Aurora Higher Education Center with two other postgraduate institutions. A full- and part-time faculty of 850 offer undergraduate degrees to a diverse and talented student body. Currently, MSCD provides educational opportunities to approximately 18,000 residents of the greater Denver metropolitan area.

ACCOUNTING DEPARTMENT CHAIR

The Chair of the Accounting Department is primarily responsible for providing academic and administrative leadership within the Department. Specifically, the Chair must teach two 3-hour classes, develop and direct research in accounting, and maintain relations with alumni and the working world. Administrative responsibilities include overseeing the department's budget, the Accounting Department currently has approximately 600 majors and 13 full-time equivalent faculty.

Applicants must possess an earned doctorate from an accredited institution with a proven research record in accounting and be committed to excellence in teaching and research. The successful applicant must be qualified for appointment as a tenured Associate or Full Professor of Accounting and be familiar with AACSB accreditation requirements. For this position, send a letter of application relating the applicant's qualifications to duties and requirements of the position, a current résumé, graduate transcripts, and the names, addresses, and telephone numbers of three references familiar with the applicant's qualifications to Dr. David W. Williams, Provost and Vice President for Academic Affairs, Campus Box 48.

MANAGEMENT DEPARTMENT CHAIR

The Chair of the Management Department is primarily responsible for providing academic and administrative leadership within the Department. Specifically, the Chair is responsible for faculty recruitment, development and evaluation; curriculum development; enhancement of students' intellectual and professional growth; achievement of the goals and objectives of the Department of Management; the School of Business, and Metropolitan State College of Denver; and establishment of working relationships with external communities. The Chair is expected to teach two courses each semester. The Department of Management currently has over 630 declared majors, 15 full-time faculty, and approximately 134 part-time faculty members.

The successful applicant must be qualified as a tenured Associate or Full Professor of Management and must be academically qualified as defined by AACSB guidelines.

For this position, send a letter of application relating the applicant's qualifications to duties and requirements of the position, a current résumé, copies of all transcripts, and the names, addresses, and telephone numbers of three references familiar with the applicant's qualifications to Dr. Joe Megaw, Interim Dean School of Business, Campus Box 13.

Rank and salary for these positions are dependent upon qualifications and experience. Official transcripts will be required of finalists. Appointment procedures include a rigorous benefits package.

Application Procedure: For each position, please follow the application procedures outlined in the announcement. All application materials and inquiries should be addressed to:

Metropolitan State College of Denver
(Include Name of Search Committee Chair and Campus Box as Indicated)
P. O. Box 173362
Denver, Colorado 80217-3362

The review of applications will begin immediately and will continue until these positions are filled. All application materials must be received by March 16, 1992.

METROPOLITAN STATE COLLEGE OF DENVER IS AN
EQUAL OPPORTUNITY EMPLOYER
APPLICATIONS FROM MINORITIES AND WOMEN
ARE PARTICULARLY INVITED.

Counseling Education: Faculty appointment, Department of Education, Loyola University. Responsibilities include: advising students in the counseling field; supervising student interns; research, community and university service; participation in the university's professional development activities; and writing and editing administrative documents. The applicant should have a master's degree in counseling or a related field and be eligible for licensure in the State of Illinois. Send letter of application, curriculum vitae, and three references to: Dr. J. L. LeVine, Ph.D., Director, Loyola University, Box 104, 6361 St. Charles Avenue, New Orleans, Louisiana 70118. Women and minorities are encouraged to apply. Deadline: March 30, 1992.

Counseling Psychology: Clinical/Counseling Psychologist, Ph.D./Postmaster Director, Loyola University. Responsibilities include: advising students in the counseling field; supervising student interns; research, community and university service; participation in the university's professional development activities; and writing and editing administrative documents. The applicant should have a master's degree in counseling or a related field and be eligible for licensure in the State of Illinois. Send letter of application, curriculum vitae, and three references to: Dr. J. L. LeVine, Ph.D., Director, Loyola University, Box 104, 6361 St. Charles Avenue, New Orleans, Louisiana 70118. Women and minorities are encouraged to apply. Deadline: March 30, 1992.

Counseling Psychology: The University of California at Berkeley seeks a full-time Di-

rector for its Counseling and Psychological Services (CPS) unit. Serving 30,000 diverse students, the program includes crisis management, brief counseling, career development, and other services. The director will oversee the unit's operations, including staff, faculty, and student personnel. The director will also be responsible for the unit's budget, and for its relationship with the university and the community. The director should have a master's degree in counseling or a related field, and should have at least five years of experience in a similar position. Send letter of application, curriculum vitae, and three references to: Dr. J. L. LeVine, Ph.D., Director, Loyola University, Box 104, 6361 St. Charles Avenue, New Orleans, Louisiana 70118. Women and minorities are encouraged to apply. Deadline: March 30, 1992.

Counseling Psychology: Tenure track, Ph.D. in Counseling Psychology, Loyola University. Responsibilities include: advising students in the counseling field; supervising student interns; research, community and university service; participation in the university's professional development activities; and writing and editing administrative documents. The applicant should have a master's degree in counseling or a related field and be eligible for licensure in the State of Illinois. Send letter of application, curriculum vitae, and three references to: Dr. J. L. LeVine, Ph.D., Director, Loyola University, Box 104, 6361 St. Charles Avenue, New Orleans, Louisiana 70118. Women and minorities are encouraged to apply. Deadline: March 30, 1992.

Counseling Psychology: The University of California at Berkeley seeks a full-time Di-

James Madison University

Michigan State University

First-Year Writing Program

James Madison College seeks a Ph.D. trained in Writing Composition and in American Literature in public affairs at Michigan State University. The candidate should have a strong background in writing and be able to teach first-year writing courses. The candidate should also be able to contribute to the development of the writing program. The candidate should have a strong background in writing and be able to teach first-year writing courses. The candidate should also be able to contribute to the development of the writing program.

The position is at the Assistant Professor level in the tenure system. The Ph.D. degree is required by the date of appointment for a tenure stream position at Michigan State University. James Madison is a residential liberal arts college dedicated to quality undergraduate education in public affairs at Michigan State University. The college curriculum is multidisciplinary, with a strong emphasis on the teaching of composition skills. The thematic emphasis is on issues of diversity, personal development, individualism, and community. The emphasis in composition moves from personal writing to critical analysis to independent research writing.

Each applicant should supply a curriculum vitae, transcript, three confidential letters of recommendation that speak to teaching experience and scholarly promise, and examples of scholarship (e.g., dissertation chapter, articles, conference paper). All materials should be sent to Dr. James Madison College, Michigan State University, East Lansing, MI 48824-1206. Preferred deadline: April 3, 1992. Please refer to position #MDS-84.

Michigan State University is an Affirmative Action, Equal Opportunity Institution.

POWER AND TRANSPORTATION

Instructor/Assistant Professor of Power and Transportation. Position #51199. Tenure track position will involve a variety of teaching duties in the College of Applied Sciences and Technology. Typical areas of instruction include: Applied Sciences and Technology programs taught within the College. Applicants are not restricted to Power Mechanical, Industrial, Digital Electronic, and related technology. Requirements for the position are a Master's degree with a teaching background in related fields. The position involves 35-40 hours/week salary \$25,024 minimum. Effective date: August 17, 1992.

Assistant Professor of Power and Transportation. Position #51199. Tenure track position will involve a variety of teaching duties in the College of Applied Sciences and Technology. Typical areas of instruction include: Applied Sciences and Technology programs taught within the College. Applicants are not restricted to Power Mechanical, Industrial, Digital Electronic, and related technology. Requirements for the position are a Master's degree with a teaching background in related fields. The position involves 35-40 hours/week salary \$25,024 minimum. Effective date: August 17, 1992.

Initial screening of the above positions will begin March 17, 1992 and continue until the positions are filled. To apply forward résumé, transcript, and three letters of reference to: Professor Scott Wilson for position #51199 or to Dr. Margaret Klemm for position #51199, Department of Power and Transportation, Central Missouri State University, Warrensburg, MO 64603. Women and members of minority groups are encouraged to apply. AA/EEO.

University of Rochester

ASSISTANT PROFESSOR POSITIONS

The University of Rochester, Graduate School of Education and Human Development, invites applications for two tenure-track positions.

Educational Administration: Applicants familiar with educational organizations are sought and must demonstrate research, teaching, and perspective of interpersonnel dynamics and (b) different causal-systems theory decision-making models, e.g., rational choice, exchange theory.

Teaching of English as a Second Language (TESOL): Teaching in TESOL methods and second language acquisition theory, supervising student teachers, and teaching two additional courses in an area of interest, such as multicultural education, urban education, foundations of language learning, and second language acquisition, psychology of language learning, and psycholinguistics.

Send letter of interest, curriculum vitae, at least three letters of reference, and sample publications to: Professor Tyl van Gessel (Educational Administration Position) or to Professor David Hurns (TESOL Position), Graduate School of Education and Human Development, University of Rochester, Littleton Hall, Rochester, New York 14627. Application deadline is March 1, 1992. Affirmative Action, Equal Opportunity Employer.

Counseling Psychology: Tenure track, Ph.D. in Counseling Psychology, Loyola University. Responsibilities include: advising students in the counseling field; supervising student interns; research, community and university service; participation in the university's professional development activities; and writing and editing administrative documents. The applicant should have a master's degree in counseling or a related field and be eligible for licensure in the State of Illinois. Send letter of application, curriculum vitae, and three references to: Dr. J. L. LeVine, Ph.D., Director, Loyola University, Box 104, 6361 St. Charles Avenue, New Orleans, Louisiana 70118. Women and minorities are encouraged to apply. Deadline: March 30, 1992.

Counseling Psychology: The University of California at Berkeley seeks a full-time Di-

ST. THOMAS UNIVERSITY

M-I-A-M-I F-L-O-R-I-D-A

FACULTY POSITIONS
A growing private, comprehensive Catholic university, St. Thomas is an ethnically and internationally diverse student body of 2500. Over 85 faculty teach in 27 undergraduate majors. 11 graduate programs and the Law School. The main campus is situated on 140 wooded acres and is just north of Miami. The outreach centers serve the wider South Florida community.

STU has a tradition of teaching excellence and encourages scholarly productivity by its faculty. Primary faculty responsibilities include teaching undergraduate and graduate courses, advising students and developing curriculum. The following new positions are available: Assistant Professor or above, require a minimum of three years' teaching or other professional experience. Candidates MUST have an earned doctoral degree in field in order to be considered.

SCHOOL OF BUSINESS

Health Management: D.B.A. or Ph.D. in Business Management and a Master's Degree in Health Management required. Significant administrative experience in health care related organization preferred. Active involvement in professional associations required.

DIVISION OF EDUCATION AND SOCIAL SCIENCES

Elementary Education: Ph.D. or Ed.D. in Education required.

Psychology: Ph.D. Psychology required to teach courses in Clinical & Counseling Psychology, and Tests and Measurements.

STU welcomes men and women of all ages, races, nationalities, and religious beliefs, and offers competitive salaries commensurate with experience plus an attractive benefits program. For immediate consideration, submit your resume and official transcripts by February 21, 1992, to: Dr. Norma M. Goode, VP Academic Affairs, ST. THOMAS UNIVERSITY, 16400 NW 32nd Ave., Miami, FL 33054. Fax: (305) 228-6510. An Equal Opportunity Employer (Positions Pending Board Approval)

VALDOSTA STATE COLLEGE

SCHOOL OF EDUCATION

DEPARTMENT: Special Education
POSITION: Department Head—Associate/Full Professor (Tenure Track)

RESPONSIBILITIES: Provide program and faculty leadership, teach and advise students, serve on School and College committees, provide support services to area public schools, and maintain involvement in research and professional organizations.

QUALIFICATIONS: Earned doctorate in special education, speech/hearing pathology, or a related field; successful public school and college teaching experience also required. Doctoral committee work, research and publications expected.

SALARY/CONTRACT: Salary commensurate with qualifications; twelve-month contract.

STARTING DATE: September 1, 1992.

GENERAL INFORMATION: The Department of Special Education, one of eight departments within the School of Education, offers bachelor's, master's, and specialist degrees. The educational curricula are accredited by NCATE. Valdosta State College is a unit of the University System of Georgia and is accredited by SACS. Enrollment is approximately 7,500 students. Faculty receive all benefits provided by the University System of Georgia, including hospital and major medical insurance, group life insurance, and participation in the Georgia Teacher's Retirement System and Social Security. Valdosta, a city of approximately 50,000 people, is located off Interstate 75 and is 15 miles from the Florida state line.

APPLICATIONS: Send letter of application, résumé, names and phone numbers of three references, and transcripts to:

Dr. Robert O. Michael
c/o Dean's Office
School of Education
Valdosta State College
Valdosta, Georgia 31698

CLOSING DATE: Application letter with reference list must be postmarked by April 1, 1992 to assure full consideration.

An Equal Opportunity, Affirmative Action Employer

Antes 308; Pullman, Washington 99164-4130. Screening will begin March 27, 1992. The appointment begins August 15, 1992. WSU is an AA/EEO employer and employer. Protected group members are encouraged to apply and identify their status.

Counselor Education: The Department of Counseling and School Psychology invites applications for an assistant professor position to begin in September, 1992. Duties include teaching courses in counseling children, adolescents, and adults; supervising student interns; and conducting research. The successful candidate will have a Ph.D. in Counseling and School Psychology, and will have at least three years of experience in a similar position. Send letter of application, curriculum vitae, and three references to: Dr. Robert O. Michael, c/o Dean's Office, School of Education, Valdosta State College, Valdosta, Georgia 31698.

Curriculum Assistant/Associate Professor, tenure-track. Department of Educational Leadership, Miami University, Oxford, Ohio. The successful candidate will have a Ph.D. in Curriculum and Instruction, and will have at least three years of experience in a similar position. Send letter of application, curriculum vitae, and three references to: Dr. Robert O. Michael, c/o Dean's Office, School of Education, Valdosta State College, Valdosta, Georgia 31698.

Criminal Justice: Interdisciplinary scholar for a tenure-track position at the assistant professor level in an interdisciplinary criminal justice program in the Division of Arts and

THE COLUMBIA UNIVERSITY

SCHOOL OF THE ARTS

VISUAL ARTS DIVISION

Two full-time positions are available on three-year renewable non-tenure appointments beginning fall 1992: **ASSOCIATE OR FULL PROFESSOR IN PAINTING** and **ASSISTANT PROFESSOR IN DRAWING AND 2-D OR 3-D DESIGN**. Broad knowledge of contemporary art theory and practice, strong national exhibition record, and extensive studio teaching experience required. Duties include teaching, advising, and supervision of some program areas. Applications must be submitted before MARCH 15, 1992, and should include a full résumé, three reference names and addresses, a sheet of slides of recent work, and SASE. Women and minorities are encouraged to apply. Address applications to either **PAINTING SEARCH** or **BASIC STUDIES SEARCH**, 617 Dodge Hall, Columbia University, New York, NY 10027.

Columbia University is an affirmative action/equal opportunity employer.

KING'S COLLEGE

WILKES BARRE, PENNSYLVANIA 18711

SPONSORED BY CONGREGATION OF HOLY CROSS

Announces 1992-1993 Vacancy

ABOUT THE COLLEGE: King's is an independent co-educational institution, currently enrolling 1,700 full-time and 600 part-time students. A rigorous core curriculum of liberal studies provides a foundation for a wide range of majors in humanities, sciences, social sciences, and business. An ongoing and expanding undergraduate program in business is nationally recognized for its academic excellence. In an open Catholic tradition, King's College fosters the religious, moral and social development of its students. The College is located in the center of the City of Wilkes-Barre on the western edge of the Pocono Mountains.

WILLIAM G. MCGOWAN SCHOOL OF BUSINESS

FINANCE: Assistant Professor, tenure-track position. M.B.A. in Finance preferred. ABD will be considered. Applicant to teach undergraduate and graduate courses in financial management and investments. Emphasis is on equity financing, with some research expected.

APPLICATION PROCESS: Applications consisting of teaching and research interests, vita, transcripts, and three letters of recommendation should be submitted to:

Edward J. Schen
Dean, William G. McGowan School of Business
King's College
Wilkes-Barre, PA 18711

APPLICATION DEADLINE: April 30, 1992

KING'S COLLEGE IS AN EQUAL OPPORTUNITY EMPLOYER AND ENCOURAGES APPLICATIONS FROM WOMEN AND MINORITIES.

EMORY UNIVERSITY
SCHOOL OF PUBLIC HEALTH

Emory University School of Public Health's Division of Health Policy and Management invites applications for a tenure track faculty position in health care management. Candidates should possess a doctoral degree in health care management or another management-related discipline with a strong research record in financial management, organization theory, organizational behavior, or strategic management.

Reference will be given to applicants at the Associate or Full Professor level; however, exceptionally well-qualified junior faculty also are encouraged to apply.

Interested candidates should send a curriculum vitae and the names of three references to: Richard B. Saltman, Ph.D., Director, Division of Health Policy and Management, Emory University School of Public Health, 1599 Clifton Road NE, Atlanta, GA 30329

Review of applications will begin 15 March 1992, however the search will remain open until the position is filled.

Emory University is an Equal Opportunity/Affirmative Action Employer.

Additional responsibility will be serving as a dental faculty member on the Craniofacial Anesthesia Program team. A D.D.S./D.M.D. degree or equivalent and graduate training in orthodontics are required. Prior teaching and experience in training students is preferred. Master's degree required. Rank and salary commensurate with qualifications and experience.

The University of Michigan is an Equal Opportunity, Affirmative Action Employer and specifically invites women and minorities to apply. Submit your curriculum vitae with the names of five references to: Dr. J. Bernard Macken, Office of the Dean, School of Dentistry, University of Michigan, Ann Arbor, Michigan 48106-1078.

Developmental Kansas State University seeks a Director of Development and Public Affairs in the College of Veterinary Medicine. The incumbent will be responsible for all College alumni programs and fund raising with emphasis on major gifts, annual giving, and planned giving.

The Director reports directly to the Dean. The Director's responsibilities include:

• Develop and implement a comprehensive alumni program

• Develop and implement a comprehensive fund raising program

• Develop and implement a comprehensive public relations program

• Develop and implement a comprehensive student affairs program

• Develop and implement a comprehensive community relations program

• Develop and implement a comprehensive alumni relations program

• Develop and implement a comprehensive public relations program

• Develop and implement a comprehensive student affairs program

• Develop and implement a comprehensive community relations program

• Develop and implement a comprehensive alumni relations program

• Develop and implement a comprehensive public relations program

• Develop and implement a comprehensive student affairs program

• Develop and implement a comprehensive community relations program

• Develop and implement a comprehensive alumni relations program

• Develop and implement a comprehensive public relations program

• Develop and implement a comprehensive student affairs program

• Develop and implement a comprehensive community relations program

• Develop and implement a comprehensive alumni relations program

• Develop and implement a comprehensive public relations program



Nell Hodgson Woodruff School of Nursing

Emory University

CHAIR: DIVISION OF WOMEN AND CHILDREN

Nell Hodgson Woodruff School of Nursing at Emory University invites applications and nominations for Chair: Division of Women and Children

RESPONSIBILITIES:

- ♦ Administer programs of distinction through teaching, research, and service activities in nationally recognized programs of:
 - Nurse-Midwifery
 - Child Health
 - Perinatal-Neonatal
 - Pediatric Oncology
 - Pediatric Nurse Practitioner
- ♦ Serve on Nell Hodgson Woodruff School of Nursing Leadership team
- ♦ Conduct ongoing program of research

REQUIREMENTS:

- ♦ Earned doctorate in nursing or related discipline
- ♦ Record of funded research and scholarly productivity
- ♦ Eligible for tenure track and senior faculty appointment
- ♦ Professional credentials and experience appropriate to a senior faculty tenure track, appointment
- ♦ Eligibility for RN licensure in the State of Georgia

ENVIRONMENT:

The Nell Hodgson Woodruff School of Nursing is the professional collegiate nursing school of Emory University, a privately endowed educational institution which successfully recruits students and faculty of the highest caliber. Located on a campus in a wooded section of northeast Atlanta that is approximately 5 miles from the center of the city, the School is favored by its proximity to an economically and culturally thriving urban environment. The campus is part of the "Clifton Corridor," a burgeoning hub of research institutions, including the Centers for Disease Control and the American Cancer Society's headquarters. Collaborative relationships are further enhanced by being part of the Robert W. Woodruff Health Sciences Center of Emory University. The Center is comprised of the School of Medicine, Dentistry, and Public Health, and Emory University Hospital, the Emory Clinic, Crawford W. Long Hospital and Henrietta Egleston Hospital for Children.

Position will remain open until filled. Interested individuals should submit a letter of application, curriculum vitae, and names, addresses, and telephone numbers of three references to:

Elizabeth S. Sharp, CNM, Dr.PH
Chairperson, Search Committee for Chair of Women and Children Division
Nell Hodgson Woodruff School of Nursing
Emory University
Atlanta, GA 30322
(404)727-8344

Emory University is an equal opportunity, affirmative action employer.

EMORY

SANTA BARBARA CITY COLLEGE

Applications are invited for the following full-time, tenure-track instructor positions which will be available beginning Fall Semester 1992. Salary commensurate with academic preparation and experience.

Closing Date:
March 4, 1992
March 4, 1992
March 11, 1992
March 11, 1992
March 11, 1992
March 11, 1992

Applicant's complete District application packet must be received by the listed closing date.

Request application and announcement by calling to: (805) 965-0561, Ext. 2576/Ext. 2261 or by writing to:

SANTA BARBARA CITY COLLEGE
721 Cliff Drive
Santa Barbara, CA 93101-2394

AN EQUAL EMPLOYMENT OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. MINORITIES, DISABLED, AND WOMEN ARE SPECIFICALLY ENCOURAGED TO APPLY.

Additional responsibility will be serving as a dental faculty member on the Craniofacial Anesthesia Program team. A D.D.S./D.M.D. degree or equivalent and graduate training in orthodontics are required. Prior teaching and experience in training students is preferred. Master's degree required. Rank and salary commensurate with qualifications and experience.

The University of Michigan is an Equal Opportunity, Affirmative Action Employer and specifically invites women and minorities to apply. Submit your curriculum vitae with the names of five references to: Dr. J. Bernard Macken, Office of the Dean, School of Dentistry, University of Michigan, Ann Arbor, Michigan 48106-1078.

Developmental Kansas State University seeks a Director of Development and Public Affairs in the College of Veterinary Medicine. The incumbent will be responsible for all College alumni programs and fund raising with emphasis on major gifts, annual giving, and planned giving.

The Director reports directly to the Dean. The Director's responsibilities include:

• Develop and implement a comprehensive alumni program

• Develop and implement a comprehensive fund raising program

• Develop and implement a comprehensive public relations program

• Develop and implement a comprehensive student affairs program

• Develop and implement a comprehensive community relations program

• Develop and implement a comprehensive alumni relations program

• Develop and implement a comprehensive public relations program

• Develop and implement a comprehensive student affairs program

LANGUAGE ARTS/READING

Tenure track position teaching undergraduate and graduate courses in Language Arts/Reading. Other responsibilities include: advise students; supervise student teachers; monitor language arts/reading job experience in public schools; update language arts/reading curriculum. Doctorate in Elementary Education with emphasis in Language Arts/Reading or related field (preferred) as well as public school teaching experience. Will consider ABD and completion date for dissertation. Rank and salary commensurate with education and experience. Available 08/01/92. (If candidate is available, employment could begin with summer session, 08/01/92). Screening begins 03/01/92. Send a letter detailing career goals and interest in the position, a résumé, transcript, and three references to: Dr. Martha Anne Dowd, VPA, Northern Montana College, Havre, MT 59501. AA/EEO.

Developmental Director of Annual Giving. The University of Louisville, a state-assisted institution located in Kentucky's largest urban area, is seeking applications for a Director of Annual Giving. The successful candidate will have four years of fundraising or marketing experience preferably in higher education. Salary range \$18,000-\$24,000. Implement Annual Fund Campaign to increase numbers and amounts of unrestricted contributions for research and scholarship. Recruit, organize and oversee volunteer fund-raising efforts for fall and spring campaigns. Develop and maintain a comprehensive database of donors and complete direct-mail solicitations. Develop and implement a comprehensive alumni relations program. Prepare proposal, and give presentations to potential donors. Develop and maintain a comprehensive public relations program. Develop and maintain a comprehensive student affairs program. Develop and maintain a comprehensive community relations program. Develop and maintain a comprehensive alumni relations program. Develop and maintain a comprehensive public relations program. Develop and maintain a comprehensive student affairs program. Develop and maintain a comprehensive community relations program. Develop and maintain a comprehensive alumni relations program. Develop and maintain a comprehensive public relations program. Develop and maintain a comprehensive student affairs program. Develop and maintain a comprehensive community relations program. Develop and maintain a comprehensive alumni relations program. Develop and maintain a comprehensive public relations program. Develop and maintain a comprehensive student affairs program. Develop and maintain a comprehensive community relations program. Develop and maintain a comprehensive alumni relations program. Develop and maintain a comprehensive public relations program. Develop and maintain a comprehensive student affairs program. 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Develop and maintain a comprehensive alumni relations program. Develop and maintain a comprehensive public relations program. Develop and maintain a comprehensive student affairs program. Develop and maintain a comprehensive community relations program. Develop and maintain a comprehensive alumni relations program.

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PERSONAL INFORMATION MANAGEMENT LIBRARIANS

Library and Center for Knowledge Management
University of California, San Francisco

The University of California, San Francisco Library seeks applications from innovative individuals for appointments to 2 positions in its Personal Information Management Program, one as a basic sciences specialist, the other as a clinical programs specialist. UCSF is a health sciences university, its schools of Dentistry, Medicine, Nursing, and Pharmacy and the Graduate Division award advanced professional and research degrees in the basic natural and behavioral sciences related to health.

The Library is embarking upon the development of innovative programs that will more effectively integrate it into the scientific communication and education processes, position it as a focal point on campus for knowledge-based applications of information technology, and establish its leadership in the development of knowledge bases and online tools. As part of this new focus, the Library has 3 major programmatic divisions: (i) Information Resources & Services, responsible for storage and retrieval and information transfer functions, including collection management and processing; (ii) the Center for Knowledge Management, which will have responsibility for information transfer functions, engage in software engineering to build useful knowledge-based tools for the health sciences, and develop education, training, and classroom programs; and (iii) the Interactive Learning Laboratory, which will design, plan, and coordinate a health sciences curriculum in collaboration with each of the campus' schools.

The Personal Information Management Librarians will be part of a team in the Interactive Learning Laboratory, with specific responsibilities for developing and implementing consulting services tailored to the special needs of the health sciences. The Librarians will be responsible for the development of UCSF basic sciences and clinical programs, respectively. The Librarians will be responsible for the development of UCSF basic sciences and clinical programs, respectively. The Librarians will be responsible for the development of UCSF basic sciences and clinical programs, respectively.

Qualifications include a Master's degree in library or information science from an ALA-accredited school, or equivalent education and experience; superior interpersonal and communications skills; excellent technical background including a record of microcomputer expertise and database search and management skills; ability to function effectively as a member of a team; commitment to excellent service.

The basic sciences specialist will serve as the Library's subject and database specialist in the basic sciences, and participate in course development and instruction with special emphasis on programs for test-takers. The clinical programs specialist will serve as the Library's subject and database specialist in the clinical programs, and participate in course development and instruction with special emphasis on programs for test-takers.

Each appointment will be to the library series, Assistant Librarian/Associate Librarian rank (salary from \$28,688-\$50,496 p.a., depending on qualifications). These are academic positions. Retention and promotion are based on performance, experience, and quality of service within the library and the university. The University of California, San Francisco is an affirmative action institution. The University of California, San Francisco is an affirmative action institution.

Each appointment will be to the library series, Assistant Librarian/Associate Librarian rank (salary from \$28,688-\$50,496 p.a., depending on qualifications). These are academic positions. Retention and promotion are based on performance, experience, and quality of service within the library and the university. The University of California, San Francisco is an affirmative action institution. The University of California, San Francisco is an affirmative action institution.

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Director of Public Affairs

The College of Arts & Sciences has a position available that has overall responsibility for the design, implementation, and direction of all public affairs activities, programs, and organizations and all public affairs offices. The director will develop and coordinate all public affairs activities, programs, and organizations and all public affairs offices. The director will develop and coordinate all public affairs activities, programs, and organizations and all public affairs offices.

For consideration, send a letter and two résumés to Search Committee, Dept. A503-G, Staffing Services, 160 Day Hall, Cornell University, Ithaca, NY 14853-2601.

CORNELL
UNIVERSITY
Affirmative Action/Equal Opportunity Employer

Instructional Media/Technology Coordinator of Instructional Television Center (ITC) - Plymouth State College. The ITC is a multi-media center that provides instructional television services to the college. The ITC is a multi-media center that provides instructional television services to the college. The ITC is a multi-media center that provides instructional television services to the college.

RESIDENCE EDUCATION COORDINATOR

Longwood College seeks nominations and applications for Residence Education Coordinator positions.

Responsibilities include: managing a residence area housing 450 to 550 students; educational programs and community development efforts; supervising the college's student development mission; personal and disciplinary counseling; staff selection, training, and supervision; campus-wide leadership assignments; coordination of the Dean of Students in an area directed by Phyllis Mable, Vice President for Student Affairs.

The contract term for this position is 12 months with a competitive salary, state benefits, and a furnished apartment on campus. Requirements are a master's degree in student personnel or related area and two years of professional or significant graduate student experience in residence hall coordination.

Longwood College is a coeducational, comprehensive state college with 2,000 students. Located in a pleasant Southside Virginia community, the College is close to Richmond, Charlottesville, Washington, DC, the Eastern Shore, and the Blue Ridge Mountains.

Applications and nominations should be sent to:

Employee Relations
201 High Street
Longwood College
Farmville, VA 23069

Applications should include a letter of interest, résumé, and the names and addresses of at least three references. Review of applications will begin March 15, 1992. Interviews will be conducted at NASPA.

Longwood is an equal opportunity employer.

LONGWOOD

Washington
WASHINGTON UNIVERSITY IN ST. LOUIS

Associate—Industrial Contracts and Licensing Specialization—Biotechnology

Work with the Director of Industrial Contracts and Licensing and the faculty to evaluate invention disclosures, identify industrial licensing opportunities, obtain industrial research support, and carry out licensing with training at M.A. level or higher in a field relevant to biotechnology. One or two years' experience in a field relevant to biotechnology, preferably in the area of patent law, licensing principles, contract writing and negotiation skills, persuasion based on training and experience. Applicants should submit a CV and cover letter containing names, titles, addresses and phone numbers of three references to: Dr. Susan E. Cullen, Ph.D., Research Office, Washington University, Box 8013, 724 S. Euclid Ave., St. Louis, MO 63110. Washington University is an equal opportunity employer.

Abraham Baldwin
AGRICULTURAL COLLEGE
TIFTON, GEORGIA

Director of Continuing Education

Abraham Baldwin Agricultural College, a two year unit of the University System of Georgia, with current enrollment of 8700, invites applications for the position of Director of Continuing Education. Bachelor's degree required. Master's preferred. Contact Dr. Honer Box D, ABAC Station, Tifton, GA 31794-2803. AA/EEO.

addresses and telephone numbers of three references to: Sharon Corry, ID Search Committee Chair, Department of Personnel and Staffing Services, 116E 17th, North Dakota State University, Fargo, ND 58103-3037. For full position description call (701) 237-6484 or (701) 237-7174. NDSU is an Equal Opportunity Institution.

International Programs International Catholic Migration Commission (ICMC), Position: Director of Continuing Education. The ICMC is a non-profit organization that provides continuing education for immigrants. The ICMC is a non-profit organization that provides continuing education for immigrants. The ICMC is a non-profit organization that provides continuing education for immigrants.

Director of Development

Hampshire College, an innovative liberal arts undergraduate institution founded in 1870 with a student body of 1200, a faculty of 100, and an alumni body of 5000, seeks applications and nominations for the director of development, a senior administrator who reports to the president. The director will continue to build a development program that in 1991 successfully concluded a \$20 million capital campaign. The director will provide leadership for a staff of 10, and oversee the offices of parent and alumni relations, major gifts, and corporate and foundation relations. The college seeks an individual who, working closely with the president and dean of faculty and drawing imaginatively on the intellectual strengths of the college, will design and implement a long-range fundraising strategy that is consonant with Hampshire's educational mission, beyond the parameters of traditional development efforts, and includes potential partnerships with other non-profit organizations within and outside the Five College Consortium.

A successful applicant will have significant senior management experience at a policy-making level, preferably within a college or university, the vision and skill to take the lead role in helping the college find, nurture, and solicit new sources of funding in traditional and non-traditional areas; and the ability to cultivate and solicit established support. S/he will communicate comfortably and effectively with a variety of constituencies, ranging from students, staff, and faculty to alumni, trustees, major donors, and corporate and foundation leaders. The successful applicant will develop, encourage, and support initiatives that enable the college to extend and enrich its educational mission and programs. Candidates with extensive knowledge of and established associations with individuals, corporations, and foundations committed to supporting innovative liberal arts education will be given preference. Salary commensurate with experience. Appointment effective July 1, 1992, or soon thereafter. Send letter of application or nomination and resume to Director of Development Search, Personnel Office, Hampshire College, Amherst, MA 01002. Review of applications will begin March 1, 1992 and will continue until the position is filled. Hampshire College is an equal opportunity employer and has embarked upon a vigorous affirmative action program. Women and minority candidates are strongly encouraged to apply.



HAMPSHIRE COLLEGE

THE UNIVERSITY OF NEBRASKA AT KEARNEY

The University of Nebraska at Kearney is a public, four year institution located in the heart of Nebraska. The enrollment is 9,000 plus, with 13 residence halls and 1 family housing apartment complex within Residence Life. 1991-92 brought 2 new residence halls. UNK is an exciting place to work!

ASSISTANT DIRECTOR OF RESIDENCE LIFE/SUMMER CONFERENCES AND PROGRAMMING: The Assistant Director of Residence Life/Summer Conferences and Programming is responsible for assisting the Director of Residence Life in the overall operation of the residence hall system. The Director of Residence Life is responsible for the development and implementation of the residence hall system. The Assistant Director of Residence Life/Summer Conferences and Programming is responsible for assisting the Director of Residence Life in the overall operation of the residence hall system.

GRADUATE HALL DIRECTOR: The Graduate Hall Director supervises the Resident Assistants and the overall operation of a hall of 150-400 students and is supervised by the Master's level Area Director. This is a full-time position starting August 1, 1992. Compensation includes a furnished apartment, 20 meal plan, nine-hour tuition waiver and \$350.00 per month. Send résumé and cover letter by March 15, 1992.

SEND APPLICATION INFORMATION TO:
Director of Residence Life
University of Nebraska at Kearney
Kearney, NE 68847
UNK IS AN EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER

Director of Learning Resources Center

Applicants must have an ALA-accredited Master's degree in Library or Information Science. An earned doctorate is desirable. The successful candidate will have work experience which demonstrates administrative ability, knowledge of automation and computer applications to libraries; an understanding of budgeting and proven ability to relate to faculty, students, and administrators. Experience in writing and securing grants is desired. Send letter of interest, résumé, and three references to: Dr. Honer Box D, ABAC Station, Tifton, GA 31794-2803. AA/EEO.

Research and/or creative activity is expected. Beginning August 1992, new faculty persons will teach introductory classes, including new writing, with opportunity for those faculty in class choice. Teach Introductory Writing, which includes a research and/or creative activity is expected. Beginning August 1992, new faculty persons will teach introductory classes, including new writing, with opportunity for those faculty in class choice.

Work with some of the greatest minds in the world.

Los Alamos National Laboratory, one of the world's leading scientific research facilities, is seeking qualified individuals to assist in its mission. If you would like to work in an environment where your contribution is recognized as integral to our success and would like to live in one of the most desirable locations in the U.S., we have the following position for your consideration:

We're Los Alamos.

Library Services Automated Systems Manager
In this position, you will modify, design, integrate and manage the Library's automated LAN system and serve as technical liaison with other Laboratory technical divisions. Responsibilities include new information technologies initiatives, and technical leadership for developing/implementing LAN to make databases available throughout the Library's network. In addition, you will provide technical support for interfacing databases, aid in integrating the Library's information system with other information systems, and operational support of all Library computer hardware/software and network communications including user training.

To qualify, you must have demonstrated experience supporting/troubleshooting a multiprotocol network along with experience with two or more of the following: UNIX, Novell Netware, DOS, Macintosh. Integrating heterogeneous applications is required as well as having programming and database management experience. Candidates must be able to diagnose and solve PC/workstation problems and have experience with new computer technologies from planning to implementation. Excellent oral/written communication skills are essential. Applicants must have a Master's degree in Computer Science or closely related field or the equivalent combination of education and experience.

To formally apply for this position, interested candidates should forward a resume to Charles Pacheco (MS P280), Personnel Services Division 20010-MISC-G, Los Alamos National Laboratory, Los Alamos, NM 87545. Affirmative Action/Equal Opportunity Employer.

Los Alamos
NATIONAL LABORATORY

DIRECTOR OF MINORITY AFFAIRS CLARION UNIVERSITY OF PENNSYLVANIA

RESPONSIBILITIES: Reporting to the Vice President for Student Affairs, the Director provides leadership and direction for the Office of Minority Affairs. Responsibilities include advocacy and coordination of programs and services for minority students. The Director works with an Advisory Council, coordinates minority student retention efforts, and functions to enhance the quality of life for minorities on campus. In addition, the Director is responsible for the continued development of the Multicultural Center. The position requires a flexible schedule in order to meet the demands created by student activities.

QUALIFICATIONS: Requirements include a Master's Degree in student personnel or closely related field, and at least two years of full-time professional experience in higher education working with minority students. Candidates must provide evidence of their involvement with successful minority retention programs. The successful candidate must have a demonstrated understanding of the special challenges and problems encountered by minority students on a predominantly white campus. Excellent verbal and written communication skills are necessary. Strong interpersonal and organizational skills, initiative and leadership ability are essential. Skills in grantmanship, programming, and budgeting are desirable.

SALARY: State University Manager 4 - \$29,674-\$37,002 ANNUALLY, July 1, 1992

APPLICATION: Send letter of interest, résumé and three current letters of reference by April 8, 1992 to:

Dr. Marilyn Mikolajczyk
Dean of Student Life Services
210 Egbert
Clarion University of PA
Clarion, PA 16214

Will accept résumés at NASPA Conference.
Clarion University is building a diverse academic community and encourages minorities, women, Vietnam Era Veterans and persons with disabilities to apply. AA/EEO.

Send letter of application, three letters of reference, and vita to: Journalists, 20010-MISC-G, Los Alamos National Laboratory, Los Alamos, NM 87545. Review of applications will begin April 1, 1992. Deadline: April 1, 1992.

Chuchita Baptist University, Arkadelphia, Arkansas 71996-0001.
Library William Jasper Kerr Library, Oregon State University, Eugene, Oregon 97403. The Kerr Library is seeking a Director of Library Services. The Director will be responsible for the overall operation of the library system. The Director will be responsible for the overall operation of the library system. The Director will be responsible for the overall operation of the library system.

Advanced Placement Dedicated to Educational Excellence for Nearly Four Decades Faculty Consultants for the AP Reading

Each year, the College Board's Advanced Placement (AP) Program gives hundreds of thousands of exceptionally able high school students an opportunity to take rigorous college-level courses and appropriate exams in 16 disciplines. More than 2,900 colleges and universities offer credit or advanced standing to students based on their exam performance. For six days in June, more than 2,000 college faculty and AP teachers from across North America gather in the Princeton area and at Clemson University at the annual AP Reading to evaluate and score students' essays. The participants also exchange ideas and contribute suggestions about their discipline, their courses, and the AP Examinations. Participants are paid honoraria, provided with housing and meals, and reimbursed for travel expenses.

Applications are now being accepted for Faculty Consultants to the College Board's Advanced Placement Readings in Art, Biology, Calculus, Chemistry, Computer Science, Economics, English, History, French, German, Government and Politics, Latin, Music Theory, Physics, Psychology, and Spanish. Applicants should currently be teaching or directing instruction for the upper-division college course in the languages or the first-year college course in the other disciplines.

For an application or additional information, please contact: Dr. Walt MacDonald, Director, Advanced Placement Program, Educational Testing Service, Rosedale Rd. 02-E, Princeton, NJ, 08541.

Educational Testing Service is an Equal Opportunity/Affirmative Action Employer and especially encourages minorities and women to apply.

Teachers College, Columbia University CONTROLLER

Teachers College is a graduate and professional school enrolling more than 4,200 full- and part-time students in degree programs in education, psychology and health. The College has an operating budget of \$65 million, including \$7 million in research and training funds. The Controller is the head accounting officer of the College and is responsible for College fiscal control and accountability. Responsibilities: Supervising General Accounting, Grants and Contract Accounting, Payroll, Budgeting, Budget Control, Receivables and Collections, Investments, Purchasing, and Risk Management; maintaining the computerized financial information system; and financial reporting and projecting.

Qualifications: M.A. or M.P.A. at least five years of senior fiscal and fund accounting management responsibility; familiarity with computer-based accounting systems, non-profit tax laws, federally sponsored research accounting and auditing procedures; an understanding of university environments; a cooperative problem-solving approach; a strong record of staff development; and an ability to set up new administrative systems. CPA and familiarity with microcomputer spreadsheet analyses are desirable.

The position is available April 1, 1992. Applications will be reviewed beginning February 15 until the position is filled. Please send résumé, letter of application, salary history, three references with names, addresses and telephone numbers to: Director of Personnel Services, Box 148, Teachers College, Columbia University, New York, New York 10027.

Teachers College as an institution has long been committed to a policy of equal opportunity in employment. In offering higher education in the discipline areas of education, psychology, and health services, the College is committed to providing expanding employment opportunities to minorities including persons with disabilities and women, in its own activities and in society.

Teachers College
Columbia University
525 West 120th Street
New York, New York 10027

Responsible for coordinating reference and circulation services, interlibrary loan, and bibliographic instruction in one of the nation's leading academic libraries. The position is a full-time, permanent position. The position is a full-time, permanent position. The position is a full-time, permanent position.

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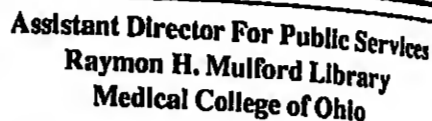
**Willamette University is an Equal Opportunity Employer.
Women and minorities are encouraged to apply.**



Library Sciences: Two positions, contructive, Assistant or Associate Professor, book review, research opportunities—Supervisory and research positions. Graduate courses in some combination of the following areas: collection development, library administration, information statistics and retrieval, library history, cataloging and classification, references; develop manuscript appropriate for doctoral study. Qualifications: Accredited master's degree in library science or related field; 2 years experience or related areas; commitment to research and evidence of scholarly research and publication. Salary: \$12,000-\$15,000. Send three references to: Personnel, c/o Department of Library Science, c/o University of Illinois, 1001 S. Wright St., Urbana, IL 61801.

F.I.T. is an EEO/AA employer

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION EMPLOYER

[illegible]

Deadline: Applications will be reviewed beginning Feb. 24, 1992, and will continue until the position is filled.

growth. She or he would work closely with the faculty and students and would lead the professional librarians and staff in new and important initiatives in collection development, bibliographic instruction, automation, and

[illegible]

Dr. James R. Miller, Chair
TAMS Search Committee
Office of the Mayor

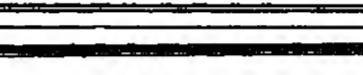
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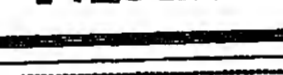
Bachelor's degree required; graduate or professional education desirable.

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An Affirmative Action, Equal Opportunity Employer



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GOLGOLF



Mathematics: Tenure-track teaching position. Ph.D. or near completion. Rank open. Excellent, student-oriented institution.

STUDENT ACTIVITY ADVISOR
FRATERNITY ADVISOR (ANTICIPATED VACANCY)
 Assists in the total administration of the Greek Life program

thereafter until filled interviews may be pre-arranged for Oshkosh and ACPA. Please indicate if you will be attending either conference.

Program seeks Program Evaluator. Responsibilities: developing an evaluation program; appropriate evaluation methods in determining the effectiveness of medical

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PRESIDENT

MERCER COUNTY COMMUNITY COLLEGE

The Board of Trustees of Mercer County Community College invites applications and nominations for the position of President. This opportunity has occurred due to the retirement of the current President after 17 years in that position. The President is the chief executive officer and reports to the Board of Trustees.

The college is a comprehensive, public community college serving over 300,000 citizens of Mercer County in central New Jersey. The programs, courses and services offered at two contemporary campuses, reach over 30,000 people annually. An urban location is in the heart of Trenton near the State House Complex, and the suburban campus consists of 11 buildings on 292 acres. The students are supported with an annual budget of \$28 million and over 650 faculty and staff persons.

Mercer's distinguished faculty is deeply committed to teaching and to their students. Development of programs in the advanced technologies and service to the business community has led to national recognition. Faculty have received awards and recognition for participating in international art exchanges, symposia and community college consortia.

The college seeks a visionary leader who can mobilize and energize the community to support the college through the development of traditional and alternative sources of funding. The successful candidate will possess excellent communication skills.

In order to ensure full consideration, applicants should address the elements of the profile.

PROFILE

- An earned doctorate preferred
- A record of progressively responsible administrative experience, preferably in higher education
- Teaching experience and a sensitivity to and understanding of the teaching learning process

Demonstrated:

- Understanding of and commitment to the comprehensive community college philosophy
- Effective management of financial resources, including an ability to expand alternate sources of funding
- Sensitivity to a multi-cultural student population and a commitment to college-wide educational pluralism
- Understanding of the collective bargaining process, experience preferred
- Leadership in participatory management
- Ability to successfully interact with governmental agencies at all levels, business and industry, labor, and other educational entities
- Ability to inspire people to enjoy their contribution to the fulfillment of the institutional mission
- Leadership in the area of planning and guiding the institution to greater service to the needs of the community

Applicants should state in their letter of application how they meet the profile. Applicants should submit, in addition to the letter of application, a current resume and five references with telephone numbers.

Applications should be postmarked by February 29, 1992 and submitted to: Ms. Jennifer Ann Dowd, Assistant Dean, Personnel Services and Labor Relations, Mercer County Community College, P.O. Box B, Trenton, NJ 08690.

The successful applicant will be expected to assume the position by July 1, 1992. Salary is competitive with institutions of similar size in the region. An Equal Opportunity/Affirmative Action Employer. An ACCT Search.

WHITWORTH COLLEGE

Vice President for Development

The Vice President for Development is the chief development officer of the college, responsible to the President for the design, implementation, and evaluation of all programs that promote the college for the purposes of heightening awareness, encouraging participation, generating gift revenues together with other forms of support, securing financial stability, and facilitating the realization of the college's educational mission and goals.

- A credible and proven record in development management and fund raising, including knowledge and experience from a comparable and related position.
- The interpersonal skills necessary to deal effectively with the college's constituency, including the ability to write well and speak persuasively.
- A personal commitment to the Christian faith and to the integration of faith and learning.
- An understanding of the importance of the church-related college and a commitment to the college's affiliation with the Presbyterian Church (USA) through the Synod of Alaska-Northwest.

To Apply: Please submit 1) letter of interest, 2) resume, 3) names, addresses and telephone numbers for three references, and 4) a one-page statement on your personal commitment to the Christian faith and to the integration of the Christian faith with liberal learning; to: Vice President for Development Search Committee, Office of Human Resources, Whitworth College, Spokane, WA 99231-0003. Applications Accepted: Through March 6, 1992. Position Available: May 1, 1992.

Whitworth College strongly encourages women, persons of color, and persons with physical limitations to apply. Whitworth College reserves the right to extend the search process beyond those dates identified in order to assemble an adequate number of qualified applicants.

Student Activities: Faculty position, University of Hawaii, Director of Student Activities, Honolulu, Hawaii. This position is responsible for the development, coordination, and implementation of all student activities programs, including student government, student organizations, student unions, and student activities. The position is a full-time position with a salary of \$12,000 per year. The position is open to individuals with a master's degree in education or a related field. The position is open to individuals with at least five years of experience in student activities. The position is open to individuals who are committed to the development of student activities programs. The position is open to individuals who are committed to the development of student activities programs. The position is open to individuals who are committed to the development of student activities programs.



State University of New York
Health Science Center
Syracuse

PRESIDENT

The Council of the State University of New York Health Science Center at Syracuse invites nominations and applications for the position of President of the Health Science Center.

The SUNY Health Science Center at Syracuse is a comprehensive health sciences campus of the State University of New York comprised of the Colleges of Medicine, Health Related Professions, Graduate Studies and Nursing, the University Hospital and a satellite clinical campus in Binghamton, New York. It is the primary medical/health care professional education and patient care resource for the five-county region of Central New York. The Health Science Center at Syracuse, through its 500 full- and part-time faculty, serves approximately 1,100 students in its colleges as well as 375 graduate medical education residents. It employs approximately 4,500 staff to fulfill its mission of excellence in teaching, research and patient care and supports these endeavors with a \$285 million budget.

The Council, through its Search Committee, seeks an outstanding individual to lead the Health Science Center at Syracuse who possesses the following qualifications:

- An established academic reputation and credentials appropriate to a presidential appointment (M.D., Ph.D., or comparable earned degree)
- A significant record of administrative accomplishment and an understanding of the operations of a university medical center
- The ability to work effectively with all constituencies within the Health Science Center (faculty, students, staff, administrators, alumni, and others) and to provide decisive yet sensitive leadership to the campus as a whole
- The ability to possess and communicate convincingly the Health Science Center's mission, needs and vision to the SUNY system, to community leaders and groups, to elected officials and agencies at all levels of government, to healthcare service constituencies and to potential donors
- A commitment to the principles of diversity and equal opportunity.

The Presidential Search Committee will begin the review of candidates immediately and continue until the position is filled. The new President will assume office on September 1, 1992 or as soon as possible thereafter. Candidate nominations or expressions of interest (with letter of interest, resume and the names of three references) should be submitted to:

N. Theodore Sommer, Chairperson
Presidential Search Committee
SUNY Health Science Center at Syracuse
750 East Adams Street
Syracuse, New York 13210-2399

All inquiries, nominations and applications will be held in confidence. SUNY Health Science Center at Syracuse is an Affirmative Action, Equal Opportunity Employer with a strong commitment to racial, cultural and ethnic diversity.

Search Reopened

PROVOST AND VICE PRESIDENT
FOR ACADEMIC AFFAIRS

Grambling State University

Grambling State University invites applications and nominations for the position of Provost and Vice President for Academic Affairs. The appointment will become effective July 1, 1992.

RESPONSIBILITIES: The Provost and Vice President for Academic Affairs reports directly to the President and is the chief academic officer who is responsible for the direction and supervision of all graduate and undergraduate programs, library services and student records.

QUALIFICATIONS: The successful candidate must have an earned doctorate and a record of leadership and scholarship sufficient for appointment at the rank of Professor.

APPLICATIONS: Letters of application should include a current vita and the names, addresses and telephone numbers of five references. Review of applications will begin February 17, 1992 and continue until the position is filled.

Applications and nominations should be sent to:
Dr. Glenda Carter
Associate to the President and Chairperson of the Search Committee
Grambling State University
Post Office Drawer G
Grambling, LA 71424

Grambling State University is an Affirmative Action, Equal Opportunity Employer.

area. Considerable knowledge of the objectives of curricular educational programs, and the methods, techniques, and the use of instructional materials. The position is a full-time position with a salary of \$12,000 per year. The position is open to individuals with a master's degree in education or a related field. The position is open to individuals with at least five years of experience in student activities. The position is open to individuals who are committed to the development of student activities programs. The position is open to individuals who are committed to the development of student activities programs. The position is open to individuals who are committed to the development of student activities programs.

Student Activities: Faculty position, University of Hawaii, Director of Student Activities, Honolulu, Hawaii. This position is responsible for the development, coordination, and implementation of all student activities programs, including student government, student organizations, student unions, and student activities. The position is a full-time position with a salary of \$12,000 per year. The position is open to individuals with a master's degree in education or a related field. The position is open to individuals with at least five years of experience in student activities. The position is open to individuals who are committed to the development of student activities programs. The position is open to individuals who are committed to the development of student activities programs. The position is open to individuals who are committed to the development of student activities programs.

PRESIDENT
MOTT COMMUNITY COLLEGE

The Presidential Search Committee of the Board of Trustees invites applications and nominations for the position of President. The main campus of Mott Community College (MCC) is located in Flint, Michigan on a beautiful 54 acre site. As a result of two successful bond issues (totaling \$29 million) approved by the residents of Genesee County, the MCC campus has recently been renovated, landscaped, updated, and provided with "state-of-the-art" instructional equipment. MCC is the largest institution of higher education in Genesee County, with more than 16,000 students enrolled in courses and programs. MCC offers more than 130 career and transfer programs; slightly more than half the students are enrolled in occupational programs with the remainder enrolled in a variety of arts and sciences programs.

MCC's general fund budget for 1991-92 is approximately \$30,055,000. There are 173 full-time faculty, 232 part-time faculty, and 250 staff administrators. There are five employee bargaining units consisting of MCEA (MCC Education Association), Supervisory and Managerial, PTO (Professional-Technical Organization), Secretary/Clerical, and Maintenance-Operational.

The successful candidate will meet the following criteria:

Education: An earned doctorate is preferred. A master's degree with acceptable experience will be considered if committed to pursuing actively an earned doctorate to completion.

Personal Characteristics: Must be a person of high ethical standards, with openness, vigor, flexibility, and a sense of humor.

Desired Criteria: A leader and team builder who is committed to participation and shared governance, and who has demonstrated a commitment to faculty, staff, trustee, and student development. One who is appreciative of faculty and staff expertise and committed to equal access.

An effective and skilled communicator who is able to discuss, explain and advocate for the changes and needs of the institution to the Board of Trustees and the community. An individual who will communicate effectively with the Board of Trustees as new and emerging needs are being reviewed.

A leader who will be active and involved in the community on behalf of the college.

An administrator with demonstrated skill and experience in financial management, budget development, monitoring, and commitment to collaborative, collective bargaining.

An educator who has demonstrated experience with culturally diverse communities, faculty, staff, and students; and the ability to maintain and continue to expand the college's commitment to diversity in staff, faculty, students, and curriculum.

APPLICATION AND NOMINATION SHOULD BE SENT TO:

Gary L. Sullenger, Ed.D.
Administrative Liaison
Presidential Search Committee
P.O. Box 558
Flint, MI 48601-0558

If you would like your application held in confidence, please specify confidentiality.

Applicants should submit a letter of application describing how they meet the criteria, or how their background has prepared them for the position. Applicants should submit a current resume in addition to the letter of application. Nominations and applications will continue to be received until the position is filled. The Presidential Search Committee will begin reviewing applicants' materials March 20, 1992. Submission of resumes and letter of application is encouraged prior to that time.

Mott Community College welcomes application from qualified minorities, women, veterans, and individuals with disabilities. All interested parties are encouraged to apply. Mott Community College hires only U.S. Citizens and persons authorized to work in the United States. Mott Community College is an Equal Opportunity, Affirmative Action Employer.

President
West Virginia Institute of Technology

Nominations and applications are invited for the position of President of West Virginia Institute of Technology. Established in 1896, West Virginia Tech is accredited by the North Central Association. Approximately 4,000 students are enrolled in 48 bachelor's and associate degree programs and one master's degree program offered through the College of Arts and Sciences, the College of Engineering, the College of Business and Economics, and the Community and Technical College.

West Virginia Tech is located in Montgomery, a city of about 2,600 citizens 28 miles from the state capital of Charleston. It is one of ten institutions in the State College System of West Virginia. The President is the chief executive officer of the institution and reports to the State College System Board through the Chancellor of the System.

The salary is \$78,000, and a president's residence and other benefits are provided. Review of candidates will begin on March 16, 1992. Nominations are requested earlier. It is expected that the new President will begin work in mid-August.

A letter and resume should be sent to:

Marie Carter
Executive Secretary
Presidential Search Committee
1018 Kanawha Boulevard East, Suite 700
Charleston, WV 25301

Inquiries may be directed to Ms. Carter at the above address or by calling (804) 848-0899.

An affirmative action, equal opportunity employer

Activities and Union Programs, University of Connecticut, Storrs, Connecticut 06269-3008. Deadline for receipt of applications: March 6, 1992. AAOE.

Student Affairs Director of Student Affairs, University of Connecticut, Storrs, Connecticut 06269-3008. Deadline for receipt of applications: March 6, 1992. AAOE.



President

New York Medical College (NYMC) is a private, independent, specialized medical university in the Catholic tradition. With the third largest medical school in the nation (760 enrolled) and graduate schools in Basic Medical Sciences and Health Sciences, NYMC is committed to the training of caring, compassionate physicians, scientists and health care professionals. Its network of 30 affiliated hospitals affords students one of the most diverse patient care experiences in the country.

Reporting to NYMC's Chancellor, the President will be responsible for all academic, financial, administrative, legal and developmental aspects of this \$150 million medical university with a total faculty of 2,400. The President will be challenged to a) enhance financial stability through leadership in obtaining additional resources, b) bring more effective planning and cohesion in administering the three schools, c) reach out to an increasingly complex set of external constituencies, and d) shape strategic objectives tied to growth in enrollment, program and prestige.

NYMC's new President will be an M.D. or Ph.D. (biomedical or health sciences) currently or previously in an urban academic health or medical center context, with at least five years of administrative leadership at a senior level. Our successful candidate will be sensitive to NYMC's Catholic tradition, bring high personal standards plus the presence, drive and persuasiveness for successful fund raising. We seek a sensitive, collaborative leader with superb administrative skills, with the emphasis on financial astuteness and planning. An attractive six figure salary will be negotiated along with relocation to NYMC's suburban Westchester County headquarters.

Please send your nomination to:
CG Dept. 1164
P.O. Box 508
Livingston, New Jersey 07039

Equal Opportunity Employer M/F/H/V

The Minnesota State University System and Mankato State University are equal opportunity, affirmative action institutions

Mankato
STATE UNIVERSITY

is searching for a new President

Founded in 1887, Mankato State University is a unique comprehensive public university located 75 miles south of the Twin Cities metropolitan area in Minnesota, a state which is highly regarded for its commitment to excellence in higher education. Cosmopolitan in nature, Mankato State's faculty members come from throughout the nation, and hold graduate degrees from 120 universities in 40 states. In addition, there are faculty members from various nations, and 548 international students, both undergraduate and graduate, from 70 countries. Total enrollment exceeds 10,000 students with 2,500 students enrolled in the graduate level.

The University is seeking an effective leader with the experience, energy, and intellectual vision to challenge the university to advance its commitment to excellence.

Prospective candidates must present evidence to demonstrate: experience at progressive levels of leadership; commitment to and demonstrated experience with shared governance; an understanding of complex budgets; previous involvement in policy development; leadership in advancing the goals of affirmative action and equity in education and employment; an understanding of the relationship between the university and the larger community it serves; enthusiasm for and potential for resource development; and strong interpersonal, writing, and public speaking skills.

An earned doctorate or other significant evidence of scholarship is required and teaching experience is preferred.

Nominations for the position are encouraged. An applicant must submit a letter of application which addresses the applicant's knowledge, skills, and accomplishments as they relate to qualifications described above; a current resume; and the names, addresses, and home and office telephone numbers of at least five references which include faculty, student, and community leaders. Letters of reference are NOT requested at this time.

A complete position description will be provided upon application or nomination. Review of applications will begin on March 6, 1992. Appointment date is June, 1992 with service commencing on July 1, 1992 or as soon thereafter as possible.

Applications, nominations, and inquiries should be addressed to:

Dr. Manuel Mariano Lopez
Associate Vice Chancellor for Academic Affairs
Minnesota State University System
555 Park Street - Suite 230
St. Paul, MN 55103
(612) 296-8870

The Minnesota State University System and Mankato State University are equal opportunity, affirmative action institutions

PRESIDENT

Boise State University
Boise, Idaho

The Idaho State Board of Education invites applications and nominations for the position of president of Boise State University. Located in Boise, the state capital, Boise State offers a variety of undergraduate and graduate programs. The largest institution in the Idaho system of higher education, the university enrolls approximately 15,000 students in its Colleges of Arts and Sciences, Business, Education, Health Sciences, Social Sciences and Public Affairs, and Technology, and the Graduate College.

In 1991, Money magazine rated the city of Boise the nation's number four metropolitan area in terms of quality of life. The city of 125,000 enjoys a moderate climate, a modest cost of living, a growth economy, a safe environment, and a variety of outdoor recreational opportunities. In the nearby mountains and desert, cultural opportunities include the Boise Art Museum, the Boise Philharmonic, the Boise Opera Company, the American Festival Ballet, and the Idaho Shakespeare Festival. Boise is the cultural, medical, governmental, business and financial center for southwest Idaho and eastern Oregon.

Boise State's president is the chief executive officer of the university and is responsible for its management to the Board of Education. Criteria for the position include:

- An earned doctorate from an accredited institution.
- A demonstrated record of academic leadership.
- The ability to work cooperatively with institutions within the state's system of postsecondary education.
- Demonstrated skills in the areas of management, finance, budgeting, and public and private resource development.
- Commitment to affirmative action and equal opportunity.
- The ability to articulate the university's mission and goals to the institution, and
- A demonstrated ability to work as a respected leader and colleague with a diverse student body, faculty, staff, and urban community.

Nominations should be submitted to the address listed below by April 1, 1992. A letter of application and a resume with names and addresses of five persons who can serve as references, postmarked by April 15, 1992, should be submitted to:

State Board of Education
ATTN: Dr. Hayburn Barton
650 W. State Street
Boise, ID 83720
Phone: (208) 334-2270 FAX: (208) 334-2632

The preferred starting date is January 4, 1993.
Affirmative Action/Equal Opportunity Employer

EXECUTIVE SECRETARY
Alumni Corporation Board of
Directors and Director
of Alumni Affairs

Colgate University is seeking an energetic, goal-oriented leader to oversee the University's external relations program with alumni. This person reports to the University's Vice President of Alumni Affairs, Communications and Development and the officers and members of the Board of Directors of the Colgate University Alumni Corporation. An important responsibility is staffing this Board of Directors. He or she also plans and coordinates alumni activities and events on and off campus, including alumni clubs, Homecoming, Reunion, and other gatherings. Also involved are the Colgate University's Career Center, Admissions, and Career Placement promotion of Colgate University. This person is a member of the Vice President's Senior Staff and plays a leadership role in the University's Division of Alumni Affairs, Communications and Development. The successful candidate must demonstrate commitment to the success of the University and have a record of professional success. Strong interpersonal, managerial, and organizational skills are required. He or she must be an effective motivator and have excellent written and oral communication skills. A Bachelor's Degree with five years or more experience in education, sales, or management is required. Submit letter of application and resume to:

Ronald A. Joyce
Vice President for Alumni Affairs, Communications and Development
13 Oak Drive
Colgate University
Hamilton, NY 13346

End Paper



DOROTHY WEST, 80, AN ESSAYIST FROM THE HARLEM RENAISSANCE PERIOD

VINCE TAYLOR'S NEW AFRICAN VISIONS

Looking Toward the Horizon: Self-Portraits

WHEN I LOOK into the faces of older Black women, I think about my grandmother and the generations before her. I think about the journey that has been our history. It is a journey measured by the stretch of years between now and 1619 when we stepped so unknowingly onto a land called Virginia. It is a journey measured in almost 300 years of slavery, each year strung one to the other, binding us all in an inextricable knot. It is a journey as long as that taken by Harriet Tubman that began in the slave South and ended, triumphantly, at the farthest tip of the North Star.

The journey has been long, and hard too. I see in our hands that only Black women were expected to "work the ground" and, even in freedom, were deemed "de mule of da worl." It was hard to be subjected to the whims of pampered women and the proings of privileged men. It is even harder to forgive.

But I don't see these things in the eyes of older Black women. I do see, whatever their own lives have been, a kind of eternal hope for us and our children. My grandmother and her friends, all born around 1900, were certainly like that. They were always looking toward the horizon.

After all, my grandmother's mother had been a slave who lived long enough to see freedom. She told my grandmother what newly freed men and women were

capable of accomplishing. My great grandmother saw Black men hold political offices from U.S. Senator to local sheriff throughout the South. She saw what the abolitionist Frances Ellen Harper, who toured the South after Emancipation, documented. Blacks, Harper wrote, "were beginning to get homes for themselves, . . . and depositing money in the bank." Black women workers conducted labor strikes for better wages, formed mutual aid societies, enrolled in elementary schools and universities like Howard. By the 1880's, the first Black women had passed the bar to become lawyers; and Black women became the first women, of any color, to practice medicine in the South.

They also fought. When White Supremacists threatened to regain power in Charleston, South Carolina, after Reconstruction, an eyewitness reported seeing Black women "carrying axes or hatchets in their hands hanging down at their sides, their aprons or dresses half-concealing the weapons." By 1892, Ida B. Wells, a 30-year-old Black woman and journalist living in Memphis, Tennessee, began the modern civil rights movement when she launched the nation's first anti-lynching campaign.

Black women also knew that they could form effective organizations. In 1896, they organized the National Association of Colored Women, which would have 50,000 members within the decade and bring forth such

leaders as Mary Church Terrell and Anna Julia Cooper, as well as create programs of self-help, aid to the community and women's suffrage that became models for those of the National Association for the Advancement of Colored People and the National Urban League founded later. . . .

The text above by Paula Giddings, scholar in residence at Spelman College, is excerpted from her essay in *Songs Of My People: African Americans: A Self-Portrait*, published by Little, Brown and Company.

The book accompanies "Songs of My People," an exhibition of 150 photographs of African Americans taken by 50 African-American photojournalists, on view at the Corcoran Gallery of Art, Washington, February 15 through May 3. Two identical exhibitions of the photographs then travel to museums, including the Afro-American Historical & Cultural Museum, Philadelphia (April 18-May 31); the California Afro-American Museum, Los Angeles (May 30-August 23); the Atlanta College of Art (June 27-August 9); the Tampa (Fla.) Museum of Art (September 5-October 18); the Museum of the City of New York (September 19-January 3, 1993); the Museum of Science and Industry, Chicago (January 16-February 28, 1993); the Detroit Institute of Arts (June 19-August 29, 1993); and other venues through 1994.

Government & Politics

Top Scientists Have a Hard Time Devising Long-Term Plan for NIH

by KATHERINE S. MANGAN
SAN ANTONIO

A group of 75 top scientists convened here last week that biomedical researchers must do a better job of communicating with the public, both to improve science literacy and to cultivate a new generation of scientists.

The researchers were invited to help the National Institutes of Health chart a long-term plan for the agency.

Because of last-minute changes in the agenda and confusion about the role, the scientists did not offer many concrete suggestions.

The meeting was the first of five around the country to help the NIH develop a strategic plan. Bernadine Healy, director of the NIH, told the scientists that the plan would allow the institute to "chart our course, and not simply react to what is faced on us."

Concern for a New Generation

Throughout the conference, participants spoke of the need to attract new generations of scientists, and they pointed to ways in which young people are being discouraged from pursuing such careers.

"People tend to look at those who are one step ahead of them," said Jeffrey B. Halter, professor of medicine and director of the Geriatrics Center at the University of Michigan.

"If they see people struggling, working long hours in a training code, not getting paid well, and looking for jobs without much success, it does have a ripple effect."

The result, he said, is that "we're losing our intellectual capital."

John W. Folkins, professor of speech pathology and audiology at the University of Iowa, agreed.

"We want our best and brightest to go into biomedical research," he said. "But too often students see mentors who have funding for a while, but right when they're on the edge of something, the funding runs out. We need to assure greater stability and predictability in funding."

In fact, only a quarter of the requests for NIH funds are currently successful, Dr. Healy told participants.

Confusion on First Day

Officials from NIH said that one of the most effective ways to persuade Congress to allocate more money for the institutes—and thus for biomedical research—would be a plan that demonstrated NIH's fiscal, as well as social, responsibility.

Many of the participants in the symposium had expected much more substantive discussion of how the government should allocate money for research on certain diseases.

They concluded, however, that they had not been given enough time, or enough specific information from the NIH, to do more than sketch some general areas of concern in biomedical research.

Some of the confusion that clouded the first day of the symposium stemmed from the terms used to describe the session. Participants

were told initially that the NIH would unveil its plan at the meeting so that scientists could comment on it.

The plan, however, was reduced to a 17-page "framework for discussion" that contained far fewer specifics and little for the scientists to sink their teeth into, according to many participants. NIH officials reportedly scaled back what they had planned to release, in response to pressure from Administration officials who were concerned over what the plan would say.

"A lot of us came here expecting a plan," said David P. Friedman, assistant dean for basic-sciences research development at the Bow-

man Gray School of Medicine. "It wasn't clear at first what we were supposed to do."

Jay Moskowitz, associate director for science policy and legislation for the NIH, said the document had been revised to make it clear that the scientists' input would be considered before a plan was drawn up.

'A Lot of Anxiety'

"There was a lot of anxiety that NIH was doing something behind the scenes that was going to affect them," he said. "We had intended all along for this to be the input stage."

Scientists were divided during

the meeting into five groups to study the five general areas in the plan's framework: critical technologies, intellectual capital, public trust, research capacity, and stewardship of public resources.

Dr. Healy moved from room to room, listening to the discussions and occasionally prodding panelists who got bogged down in discussing minor word changes. Broad input from the scientific community is essential if the plan is to be a success, she told reporters later.

"They can't just work in their isolated laboratories and say, 'Leave me alone,'" Dr. Healy said during a news conference.

"We're asking them to pitch in and make the NIH better."

Ronald E. Cape, a scientist and business executive who serves on the boards of trustees of Princeton and Rockefeller Universities, drew laughs when he described the image problem that scientists have.

"For my generation, the first scientist people saw was a lunatic. For my children's generation, the first scientist they saw was on Saturday-morning cartoons, and he, too, was a lunatic. This is not a good public image," he said.

"We communicate as scientists, and they are not hearing us," he added.

"Most people really don't grapple with science. There's very little spontaneous sympathy for science," he said.

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*As of December 31, 1991. For more complete information about Fidelity mutual funds, including fees and expenses, call for free prospectuses. Read them carefully before you invest or send money.

5 Presidential Candidates Answer Questions About Higher Education

1. Should Congress be required to provide full financing for Pell Grants? Where would you find the money for this under the 1990 budget agreement? Or would you renegotiate that agreement?

2. Should additional funds for Pell Grants be used to extend the program to include more middle-income families or to increase the size of grants for the neediest students?

3. Do you favor larger Pell Grants for students with good grades? Do you favor making students with poor grades ineligible for federal aid?

4. Should community service be a prerequisite for Americans seeking federal student aid? Should college graduates be allowed to have their student-loan debts reduced if they engage in community service?

GEORGE BUSH



The President's 1993 \$6.6-billion budget request for Pell Grants—the highest in program history and a 22-per-cent increase over 1992—includes sufficient funding to provide a maximum grant of \$3,700—\$1,300 or 54 per cent more than in 1992. By prioritizing resources, we are making this investment in our future in a manner consistent with the 1990 budget agreement. The President wants to continue to insure adequate Pell Grant funding, but not by making the program an entitlement.

Entitlement programs are the fastest-growing component of federal spending and a chief cause of the growing federal deficit. Adding to their number, thus, is not in the best interests of our country. Improving the Pell Grant Program within its current structure and the parameters of the budget agreement, as the President's budget does, is by far the better course.

The President continues to feel that the neediest students should be our greatest concern. These low-income students are the people whom we most need to reach through our educational system, and giving them larger Pell Grants is an effective way to provide them with motivation as well as financial support. At the same time, the President is aware that middle-class families are under great pressure to provide for the education of their children. Therefore, in his 1993 budget, he has proposed an increase in the amount of Pell assistance available to students from middle-income as well as low-income families.

Students at all income levels would receive higher average awards than in 1992, with percentage increases ranging from 18 to 36 per cent and the largest dollar increases going to families with incomes below \$20,000. Total Pell Grant spending on students in all income classes up to \$50,000 would also increase. In addition, the President's budget raises the loan limits on guaranteed student loans, makes the interest on student loans deductible for federal income-tax purposes, and allows no-penalty withdrawals from Individual Retirement Accounts when funds are used for education.

The President believes that students who work hard and achieve high marks should be specially rewarded. The law now does not allow that. That's why he has proposed the "Presidential Achievement Scholarship" program. This program would provide an additional \$500 to Pell Grant recipients who maintained good grades in high school and to those who excel in college. Common sense tells us that tying performance to reward is an effective way to motivate our children to strive for higher achievement.

As to refusing aid to students with poor grades, the President doesn't want to award scarce federal-aid funds to students who have not applied themselves at the expense of other students who have demonstrated success. But at the same time, we don't want to establish unnecessarily rigid guidelines that might result in lessening the opportunity of many needy students for a college education. The President proposes to allow schools to set minimum academic standards subject to the approval of the Secretary of Education.

The President believes community service is at the core of our success as Americans, and he has long worked to promote volunteerism through what he calls the "Points of Light" program. At the same time, however, he believes the motivation for that spirit of giving must come from the heart, not the wallet.

The proposal to make community service a prerequisite for federal assistance may preclude some students from receiving student aid if they were unable to perform such service. This may have the effect of impeding our progress toward achieving one of my America 2000 educational goals: "Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship." A community-service requirement would unfairly impose an additional barrier on some, such as dislocated workers, at a time when these workers are needed to compete in a global economy. In addition, the demographics of higher education are changing, with greater numbers of non-traditional students being admitted to higher-education programs.

However, the performance of community service is currently recognized and has been incorporated into the federal financial-aid programs. For example, the guaranteed student loan and Perkins loan programs provide for deferment of loan repayment based on teaching in a teacher-shortage area, serving as a volunteer in the Peace Corps or the ACTION program, or for volunteer services for a tax-exempt organization.

BILL CLINTON



I support scrapping the current budget agreement so that we can shift badly needed funds into education, job training, and other vital domestic programs. The cornerstone of my higher-education program will be a domestic or Bill that will allow every American student to borrow the money they need to go to college as long as they pay it back as a small percentage of income over time or through a couple of years of national service. We'll redirect the current student-aid program to make sure that every young American has a chance to get ahead.

As President, I'll ask Congress to establish a trust fund out of which any American can borrow money for a college education, so long as they pay it back either as a small percentage of their income over time or with a couple of years of national service as teachers, police officers, child-care workers—doing work our country urgently needs.

I believe that we must challenge our students to strive for excellence. As Governor of Arkansas I introduced legislation that denied driver's licenses to those who drop out of school for no good reason. I support real national testing standards that will help us measure the achievements of our students and tell us in what areas we need to make greater efforts.

However, no student in good standing should be denied access to college, and grades should not be the basis for providing student aid. As President, I will introduce legislation to provide universal access to college for anyone who desires a college education.

I support a system of voluntary national service. Service should be an opportunity, not a prerequisite. Under my proposal to provide universal access to anyone seeking a college education, students borrowing money for a college education would have the choice to pay it back either as a small percentage of their income over time or with a couple of years of national service.

I support simplifying the student-aid program by eliminating loans from the process and making direct loans to students through their colleges and trade schools. A Clinton Administration will crack down on trade schools that don't teach those skills that are needed in the workplace.

I believe we need to focus on the real problems in American education—how to make a world-class education affordable to every American who wants to go to college.

I believe in guaranteeing equal opportunity, and I support affirmative action to achieve that goal. Under my college-aid proposal, every young American will have access to a college education, no matter what their background.

I am a strong supporter of increasing federal funding for research and development. I have pledged that for every dollar we reduce the defense budget on research and development, we will increase the civilian R&D budget by the same amount, making available vast new resources for scientific research.

On the question of spending priorities for scientific research, I do not believe the debate should be focused on "big science" versus "little science," but rather what projects are the most deserving of federal support. I do believe that the Superconducting Supercollider deserves continued federal financing and that we need a continued commitment to a strong civilian space program. But a Clinton Administration will also fund smaller research projects that offer potential commercial and scientific benefits.

Did not respond to question.

1. Do you support proposals to make direct loans to students through their colleges and trade schools, rather than through banks?

6. Do you believe that "political correctness" is a problem on campuses? Do you favor policies of punishing racist or sexist remarks or actions?

7. Do you believe it is appropriate for colleges to give preference in admissions and financial aid to minority students? Why or why not?

8. Would you support continued federal financing for the space station and Superconducting Supercollider?

9. Would you keep or lift the Administration's ban on the use of federal funds for fetal-tissue research? Why?

The Administration's position on the direct federal loan program has been communicated to Congress by Secretary Alexander. The Secretary has expressed our strong opposition to the direct federal loan program as it would replace, in whole or in part, the current guaranteed student loan programs. The Administration is convinced that there are too many problems, risks, and costs associated with the direct loan proposals under consideration to pursue these proposals, which the President has only proposed—should be the basis of reauthorization of the student loan program.

Of the \$20-billion in student financial assistance provided in 90 through the Department of Education, over half is provided through the guaranteed student loan programs. The guaranteed student loan programs are a vital part of the nation's ability to finance postsecondary education. We cannot afford to risk substituting an untried program for one that is successfully providing 4.4 million loans annually.

The President believes that "political correctness" is a genuine problem in American higher education today. On too many campuses, an atmosphere of real intolerance for dissenting or unfashionable political opinions has developed. This is done in many ways: through speech codes, through one-sided curriculum requirements, through politically motivated investment decisions of college endowments, or by limiting guest lectures and speakers to one side of the political spectrum or by harassing and intimidating conservative speakers on campus.

As he said in Michigan last May, crusades that demand correct behavior undermine diversity. The real losers are the students. It's ironic that at the same time the rest of the world is throwing open its doors—and universities—to democratic values, some U.S. students are being prevented from sampling the wares of a free and open marketplace of ideas.

As far as punishment for those who espouse unpopular or even misguided points of view, the President has strong feelings about that, as well. The way to deal with racist remarks on campus is the way we attempt to deal with them in the rest of society: through debate on the facts. Racist appeals are based on emotion, not on reason or facts, and they cannot stand up to the light of day. Intending to correct past injustices, "political correctness" all too often has the effect of replacing old prejudices with new ones.

As we work to promote educational opportunity for all Americans, it is appropriate for colleges and universities to structure their financial-aid programs so they can attract a diverse and intellectually stimulating student body. One way to accomplish this is to consider geographic origin, cultural or economic background as factors in awarding financial aid.

While the President is on record as a strong proponent of increased educational opportunity for minorities, fighting discrimination with discrimination is not the way to achieve racial harmony. Therefore, he does not favor financial aid based solely on minority-group status or quotas.

At the same time, in situations where scholarships are being used to address court desegregation orders or if the aid comes from private sources, the President believes it is appropriate for scholarships to be awarded solely on the basis of race. We need both publicly and privately funded scholarships to insure equal educational opportunity for all Americans.

The President supports continued funding for these two important projects, but not to the exclusion of "small science" projects. The American people support scientific research for two primary reasons: because they believe these investments pay off and provide great intellectual excitement and adventure. Consider the Apollo program in the 1960's, which captured our imagination and resulted in countless technological advances.

While we explore the possibilities of these "big science" projects, the Administration is simultaneously committed to supporting "small science." We have consistently requested funding levels above those provided by the Congress for research projects by the National Science Foundation and the National Institutes of Health.

The debate should not be framed as "big science" versus "small science," but rather investment in our future versus current consumption. Our competitiveness in the global marketplace depends on our staying on the cutting edge of high technology, and the President will continue working with the Congress to invest in our future.

This is a complex issue, one that has many considerations beyond the strictly medical/scientific sphere. The President's policy reflects the belief of the American people that abortion should be avoided whenever possible. It is his view that the taxpayers' money should not be spent on activities that might now or in the future encourage abortion.

The Administration is also concerned about the rights of experiment subjects and, therefore, this issue raises profound questions of consent. The moral question aside, the moratorium on federal funding involving fetal tissue extends only to tissue that is derived from induced abortions. Research on fetal tissue derived from spontaneous abortions can be federally funded.

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5 Presidential Candidates Answer Questions About Higher Education

TOM HARKIN



As President, I would provide sufficient resources to fully fund Pell Grants, because education is an investment in the future of this country. Our future economic growth depends on it and it's a wise investment. Every dollar spent on student-aid programs returns \$4.30 in future revenue.

As chair of the Labor, Health and Human Services, and Education Appropriations Subcommittee, I am acutely aware of the constraints the 1990 budget agreement places on funding for vital domestic programs like education. In fact, last September, I sponsored an amendment that would have transferred \$3.1 billion from the Department of Defense to important domestic programs. My amendment would have provided for a \$100 increase in the maximum Pell Grant award.

Grants were intended to serve as the foundation of aid with loans providing supplementary assistance. However, during the 1980's, loans replaced grants as the major source of federal student aid, and I think we need to reverse this trend.

BOB KERREY



The Pell Grant Program is a vital component of our student-assistance program. Unfortunately, it has not kept up with the costs of an education, nor has the program been able to serve all who need it.

I would support making grants larger and available to more students. I support revising the 1990 budget agreement because we need to undertake a fundamental reassessment of our budget priorities.

There have been major changes in the world since the 1990 budget agreement was fashioned. Of great importance is the recent report that projected the fiscal year 1992 deficit at \$399-billion. This far exceeds the earlier estimates of \$280-billion. Equally important, the threat that has driven much of our defense spending over the past 45 years is now greatly altered. At the same time, the demand for additional attention to vital domestic needs grows stronger every day.

PAUL E. TSONGAS



I believe that we must find an overall solution to the problems of skyrocketing tuition costs and decreasing federal grants. For this reason, I have proposed a new program under which all students may borrow the funds needed for college and graduate school. These loans would be repaid as a small percentage of income over an extended period of time after graduation. By limiting repayment to a manageable percentage of income, all students will be able to afford higher education.

2. Should Congress be required to provide full financing for Pell Grants? Where would you find the money for this under the 1990 budget agreement? Or would you renegotiate that agreement?

2. Should additional funds for Pell Grants be used to extend the program to include more middle-income families or to increase the size of grants for the neediest students?

I don't view this as an "either-or" issue. We must increase the size of Pell Grants for our neediest students and expand the pool of recipients to include more middle-income students. I would pay for these increases through reductions in military spending. Briefly, I would reduce the defense budget by 50 per cent over the next 10 years, and direct two-thirds of the savings toward domestic investments, including education.

President Bush proposed (in his 1992 budget proposal) increasing maximum Pell Grant awards to \$3,700 from \$2,400, and targeting the majority of funds to poor families with incomes under \$10,000—at the expense of lower middle-class students. I'm concerned about the impact of this proposal on those 404,000 lower middle-class Pell recipients projected to be eliminated from the program altogether, and the thousands of other students who would see their awards reduced.

Higher education should be accessible to all those who want to attend. I support a proposal by Sen. Bill Bradley to establish a "Self-Reliance Scholarship Program." This program would provide money to pay for college to students who promise to pay back a certain per cent of their income for a set period of time. Students would have a wide range of payment options. It would allow anyone up to age 50 to borrow against future earnings as much as \$33,000 for college expenses. This program would complement, not replace, the current loan and grant system. In addition, I support beefing up the Pell Grant Program, providing a \$300 to \$500 tax credit to be applied against interest on student loans, removing home and farm equity from student-aid-eligibility calculations, and a scholarship program that would provide scholarships to low-income students who will commit to a rigorous course of study in high school.

I support broad availability of Pell Grants. But, more importantly, we need a program like my proposal to enable all qualified students to attend college.

3. Do you favor larger Pell Grants for students with good grades? Do you favor making students with poor grades ineligible for federal aid?

President Bush proposed additional awards of \$500 to freshman Pell Grant recipients who rank in the upper 10 per cent of their high-school class or who score high on standardized tests.

I would favor a different approach. We should reward high-school students who take challenging courses, especially in math and science, with additional grants. One concern I have about exclusively using grades as a determining factor for higher Pell Grant levels is that high grades do not necessarily indicate the student's readiness for college. Tying additional grants to course work, rather than grades, would more accurately track the merit of the student.

Regarding President Bush's proposal to cut off the bottom-ranked 10 per cent of students from financial assistance, it strikes me that he is once again giving the advantage to the advantaged, and leaving those who are struggling to struggle a little harder. Among that 10 per cent are students who truly apply themselves, but just do less well.

I support rewarding merit and would like to see a scholarship program specifically for students who are willing to commit to, and complete, a rigorous course of study in high school. If we are going to create a system of rewards and sanctions, we need to insure that it is fairly conceived and does not allow a student's past performance to keep them from starting over.

I believe it is appropriate to reward students who are strong achievers in high school with private scholarships, but I would provide federal aid in the form of tuition loans to everyone. High-school accomplishment is not always a good predictor of college performance, and it would be wrong to deny higher education to those who for a variety of reasons might not have excelled in their pre-college years.

4. Should community service be a prerequisite for Americans seeking federal student aid? Should college graduates be allowed to have their student-loan debts reduced if they engage in community service?

I support expanding national service opportunities for individuals to help pay for college. However, I do not endorse a program of mandatory service as a prerequisite for federal financial aid. As the recipient of an ROTC scholarship for my college education and beneficiary of the GI Bill for financing law school, I understand first-hand how valuable national-service programs are in helping with higher-education costs.

Students should have the option of performing national service in repayment of student loans. We have middle-income students that cannot afford college tuition and are unable to receive student aid. We also have many unemployed national community needs, including the need to recruit 1.6 million new teachers by the year 2000. We also need police officers, conservation workers, and health-care professionals. As President, I would implement a program which would allow individuals to serve in these worthy occupations, where we need them, in return for cancellation of student loans.

I oppose making national and community service a prerequisite to receiving federal student assistance. I also oppose a proposal that would reduce a student's loan burden if he or she agrees to perform national or community service. Higher education should be accessible regardless of economic status and we should not be asking lower-income students to do service to reduce their loans.

As a returned Peace Corps volunteer, I believe that everyone should have the opportunity to serve our country, but that this should be done on a voluntary basis. I oppose "repayment" of student loans through public service because it would be enormously expensive for the federal government—at least \$20,000 per student for tuition, and an additional \$10,000 per year for public service.

5. Do you support proposals to make direct loans to students through their colleges and trade schools, rather than through banks?

The General Accounting Office estimates that a direct-student-loan program would save \$1.4 billion while simplifying the process for colleges and students. We cannot ignore these projections. As chairman of the Senate appropriations subcommittee responsible for funding education programs, I am always looking for ways to save money and think the savings should be used to fund other programs, like Pell Grants. The direct-loan program deserves further consideration. However, I have some reservations about the accuracy of the projected savings and have some great concerns about the ability of the Department of Education to run a program like this, when they have not yet set up a student-loan data base as required by the 1986 reauthorization of the Higher Education Act. We must make sure students have access to loans for college.

We should also focus on returning confidence to the student-loan program by cracking down on defaults.

The proposal offers a number of potential advantages, including improved accountability, simplified application procedure, and more funds available for financial aid. However, I have concerns about whether the Department of Education can efficiently operate the system.

I believe my loan program should be administered through the federal government, so that payments can be collected by using the tax system.

6. Do you believe that "political correctness" is a problem on campuses? Do you favor policies of punishing racist or sexist remarks or actions?

The major problems on our college campuses today are overcrowded classes, the inability of many students to obtain student aid, and with 17 months of recession, students' concern that they will not be able to find a job after graduation. I do not believe that "political correctness" is a major issue on college campuses.

Colleges and universities should be places of diversity, promoting the free and open exchange of ideas. The First Amendment guarantees all Americans the right of free speech and this sometimes means speech that we may find offensive. I may disagree with what you say, but I will fight for your right to say it. The politics of hate and division is disturbing and has promoted the rise of individuals like David Duke. We must foster a society where all people will live, work, and learn together, not a society of fear and intolerance.

I am a strong supporter of First Amendment free speech. Racist, anti-Semitic, sexist, and other thoroughly offensive speech unfortunately is a problem of genuine concern on many campuses today. The correct response to this uncivil speech, however, is not a restriction of traditional First Amendment speech rights, but rather the development of an academic environment of genuine civility. This should be done, not by restricting speech, but by answering promptly, clearly, and convincingly any such hate speech. These answers should come from college and university officials of the highest rank and should be publicized with commitment.

Respect for diversity must be a fundamental part of campus life, but we must also be absolutely vigilant not to inhibit or suppress free speech. While I deplore racist and sexist comments, any rules designed to curb these remarks must be very carefully drawn so as not to limit the free exchange of ideas, even ideas that some may find offensive.

7. Do you believe it is appropriate for colleges to give preference in admissions and financial aid to minority students? Why or why not?

I do not support preferences. However, I strongly support affirmative-action policies set out in the regulations implementing Title VI of the Civil Rights Act of 1964 for two reasons. First, although progress has been made, the crisis in minority education continues. Second, institutions of higher education should make efforts to attract and retain a diverse student body.

I oppose efforts by the Administration to change long-standing policy concerning minority scholarships. Since 1972, Democratic and Republican Administrations have permitted universities to offer minority scholarships so long as a university's financial-aid program, as a whole, remains non-discriminatory. These scholarships frequently neutralize the discriminatory effects of other programs for which minorities might not qualify. I agree with the president of Harvard's prediction that the Administration's new policy will have "a clear negative impact, especially at the graduate level."

Yes, to promote genuine opportunity on a multicultural basis.

Colleges should have the right to consider race in awarding college scholarships. Colleges now consider a variety of factors, such as geography, athletic ability, and experience, and race should also be an acceptable criterion. Today, only 2 per cent of college grants awarded. I believe we need to encourage minorities to pursue a college education, and these scholarships can help.

8. Would you support continued federal financing for the space station and Superconducting Supercollider?

I believe that there is a tendency to allocate too much money to the so-called "big-science" projects. I have voted against both the Superconducting Supercollider and the space station. Frankly, I would acknowledge that both projects have considerable merit. But, resources are limited, and choices have to be made. In the case of the supercollider, it was understood that there would be considerable foreign investment in constructing this massive project. However, almost nothing has been pledged after several years.

We need to give strong support to our scientific base, and I have advocated a number of National Science Foundation and other federal programs which seek to enhance our research base. I believe that "big science" projects, in particular, need to be evaluated more than just in terms of what they may contribute to science, but also to the United States' technological competitiveness. I have supported the space station, but voted against the Superconducting Supercollider last year because of fiscal concerns.

Federal spending for research should be re-oriented so that less is spent on defense and on large, basic science projects, and more is allocated to civilian uses, particularly through partnerships involving universities, businesses, and government. For this reason, I favor eliminating funding for the space station. The fate of the Superconducting Supercollider will depend on the level of international contributions and on further assessment of its potential.

9. Would you keep or lift the Administration's ban on the use of federal funds for fetal-tissue research? Why?

President Bush's politically motivated ban has prevented critical research—that could possibly have saved thousands of lives—from going forward. The ban must be lifted so that legitimate and sorely needed research can be expanded and to better assure that such research receives appropriate peer review. Legislation to achieve this goal, along with appropriate safeguards, will be included in the National Institutes of Health reauthorization act when it is considered early this year by the Senate Labor and Human Resources Committee, on which I sit. I strongly support this addition and hope that we can overcome the President's opposition in 1992. If the ban is not lifted by legislative mandate this year, I will lift it as President.

The ban on fetal-tissue research needs to be lifted because of its adverse effect on human health. Fetal-tissue transplantation has promising applications for a number of incurable diseases, including epilepsy, Alzheimer's disease, Parkinson's disease, juvenile diabetes, spinal-cord injuries, and multiple sclerosis, among others. I support the findings of two National Institutes of Health advisory committees that recommended lifting the moratorium. With appropriate ethical guidelines, there is no evidence that such research would encourage abortions.

I would permit fetal-tissue research, which can be of great value in critical areas of medical research. However, I would also insist on strict controls to prevent the commercial sale of fetal tissue and other abuses.

U.S. Court Says Aid for Minorities Is Unjustified

Continued From Page A23

discrimination to justify the scholarship program.

"In order to justify a race-based remedy in a case where identifiable discrimination occurred a number of years in the past, a finding of such past discrimination is not sufficient," the decision said. "There must be some present effect of this past discrimination that the program is designed to redress."

The decision also said that, if the university presented evidence of the current effects of past discrimination, it would also have to demonstrate that the scholarship program was "a narrowly tailored response to such effects."

The appeals court sent the case back to federal district court, where the university will have an opportunity to make that argument.

'A Valuable Asset'

Richard A. Sump, a lawyer for Mr. Podberesky, said he believed it would be impossible for the University of Maryland, or most other public colleges, to come up with the kind of evidence the appeals court required to justify minority scholarships. Mr. Sump is chief counsel to the Washington Legal Foundation, a conservative group that has been battling against minority scholarships.

Mr. Sump said he hoped the case would prompt colleges to stop offering such scholarships. If that did not happen, he said, "we are in the business of litigating and righting

wrongs, and we're happy to stay in business."

Kathryn R. Costello, vice-president for institutional advancement at College Park, said the university had not decided what it would do. "We're very concerned about losing this scholarship program because it is a valuable asset in recruiting African-American students," she said.

Civil-Rights Lawyers Upset

Ms. Costello said the university was receiving "confusing signals" from the government, with the Education Department pressing it to recruit black students and the appeals court limiting the ways in which it can recruit.

Civil-rights lawyers said they were bothered by the appeals-court decision. Janell Byrd, an assistant counsel at the NAACP Legal Defense and Educational Fund, said the decision could discourage colleges from maintaining minority scholarships.

"This decision suggests that a state can only do some determined, bare-bones minimum to remedy discrimination and as soon as you reach that minimum, it's enough," Ms. Byrd said.

That approach does not work, she added, "when you are dealing with difficult problems created over hundreds of years."

Michael A. Olivas, a professor of law at the University of Houston, said the appeals-court decision "betrays a fundamental misunderstanding" of the federal government's role in combating discrimination under Title VI of the Civil Rights Act. The Education Department uses the act, which bars discrimination in programs receiving federal funds, as the basis for monitoring desegregation.

Black-Colleges Chief in White House Reported to Have Been Dismissed

Continued From Page A23

coordinates efforts of various federal agencies to provide assistance to black colleges. He also worked with the President's Board of Advisors on Historically Black Colleges and Universities.

Praise for Mississippi Change

Black-college leaders have praised the board and the office for their work in the last year to persuade the Bush Administration to change its stance in a Mississippi desegregation case that is now before the U.S. Supreme Court. Under pressure from the board, the Justice Department withdrew a portion of a brief in the case that called for an end to the practice of encouraging desegregation by improving facilities at black colleges.

Some black-college officials said last week that they were upset to see Mr. Goodwin fired. Said Gloria Scott, president of Bennett College and a member of the President's advisory council on black colleges: "He's done fantastic work, so far as I'm concerned."

William A. Blakey, a Washington lobbyist for black colleges, said he was especially bothered by Mr. Goodwin's removal shortly after he helped organize the opposition to the original Justice Department brief in the Mississippi case.

Said Mr. Blakey: "Bob has done

such a good job that I'm concerned about the motivation for replacing him at this juncture."

Samuel L. Myers, president of the National Association for Equal Opportunity in Higher Education, issued this statement: "I state my admiration to the Secretary for removing an individual, in spite of the fact that he is politically well connected, to accomplish the objective of enhancing services rendered to historically black colleges."

Some black-college officials were concerned by a letter that Ms. Reid-Wallace had recently sent to the advisory committee. In the letter, she criticized the board for making previous recommendations "in the passive voice" and asked that future recommendations be made in the active voice.

Ms. Reid-Wallace also urged the board to focus on President Bush's America 2000 program for school reform, which she said "is based on the premise that the solution to America's education problems lies not in spending more money, but in redirecting existing resources."

Mr. Blakey said: "Anyone who thinks America 2000 is a viable option for the nation's historically black colleges either misunderstands the process or is out of touch with black colleges."

—SCOTT JASCHIK

Mid-Year Budget Cuts Reported by Public Colleges in 22 States

By MARY CRYSTAL GAGE

The lingering recession has led to mid-year cuts in fiscal 1992 budgets at public colleges and universities in 22 states. And the number of institutions in similar straits is expected to grow.

The American Association of State Colleges and Universities provided that update on the financial condition of public higher education last week in a new report. In addition to blaming the economy for problems at public colleges, the report questioned the actions of some private colleges—prompting criticism of the study.

The survey identified financial conditions and trends in 46 states. *The Chronicle* culled the other states to round out the information and updated the data in two states.

Said James B. Appleberry, president of AASCU: "State budget reductions have long since passed the point where they can be rationalized as levers for efficiency and enhanced productivity. Tuitions continue to rise because of budget shortfalls, while state and federal student financial assistance fails to keep pace."

According to the report, the average reduction was 4 per cent. Fifteen states reported that public colleges would have less money this year than in 1991. In 11 of those states, college officials have had to deal with mid-year budget cuts.

Slashes Expected

Higher-education officials in 10 other states expected their current appropriations to be slashed before the end of the fiscal year.

AASCU also asked campus officials to predict the outcome of budget negotiations for the coming fiscal year. College officials in 23 states predicted that the final budgets would leave public higher education in even worse financial condition than it is now in.

Higher-education officials in 14 states said their financial situation would remain the same. In many cases, however, the *status quo* means that state colleges and state universities will continue to face fi-

nancial difficulties, according to higher-education officials.

For example, Virginia's higher-education budget has been cut by 22 per cent in the last two years. The Governor's budget proposal for 1992-94 calls for a 2-per-cent cut in the first year of Virginia's biennial budget. Some of the lost revenue would be offset by tuition increases—which, in turn, would be offset by a rise in appropriations for financial aid.

After studying the statistics, Robert Sweeney, policy analyst in

"State budget reductions have long since passed the point where they can be rationalized as levers for efficiency and enhanced productivity."

AASCU's Center for State Higher Education Policy and Finance, said in the report: "What emerges is a prediction of spreading problems and stagnation."

Mr. Appleberry said AASCU's member institutions receive an average of more than 60 per cent of their operating support from state appropriations. "Over the past two years, we have seen a deteriorating national economy have dramatic implications for the state colleges and universities of this country," he added.

Even in states where higher education received budget increases, there was little rejoicing. Officials in only 6 of the 25 states in which institutions received an increase told AASCU that they considered their appropriations acceptable.

'A Coordinated Effort'

Furthermore, Mr. Appleberry complained in the report that private-college lobbying groups had "begun what seems to be a coordinated effort across state lines to advocate higher public-sector tuition and decry supposed state subsidies to citizens choosing public education."

AASCU officials, for example, noted that the Minnesota Private College Council had helped draft

legislation that would cut the state subsidy for instruction in half and double the tuition at public institutions. The state would use the money gained for need-based financial aid for students attending public and private institutions.

Mr. Appleberry said: "In these difficult fiscal times, such attempts have only the unfortunate consequence of making it tougher on working and middle-income students to attend college."

Richard F. Rosser, president of the National Association of Independent Colleges and Universities, denied that there was a concerted effort to reduce state support to public institutions. Instead of a "coordinated effort," Mr. Rosser

said, "what you have here is an understandable but unfortunate reaction to the economic pressure in the states."

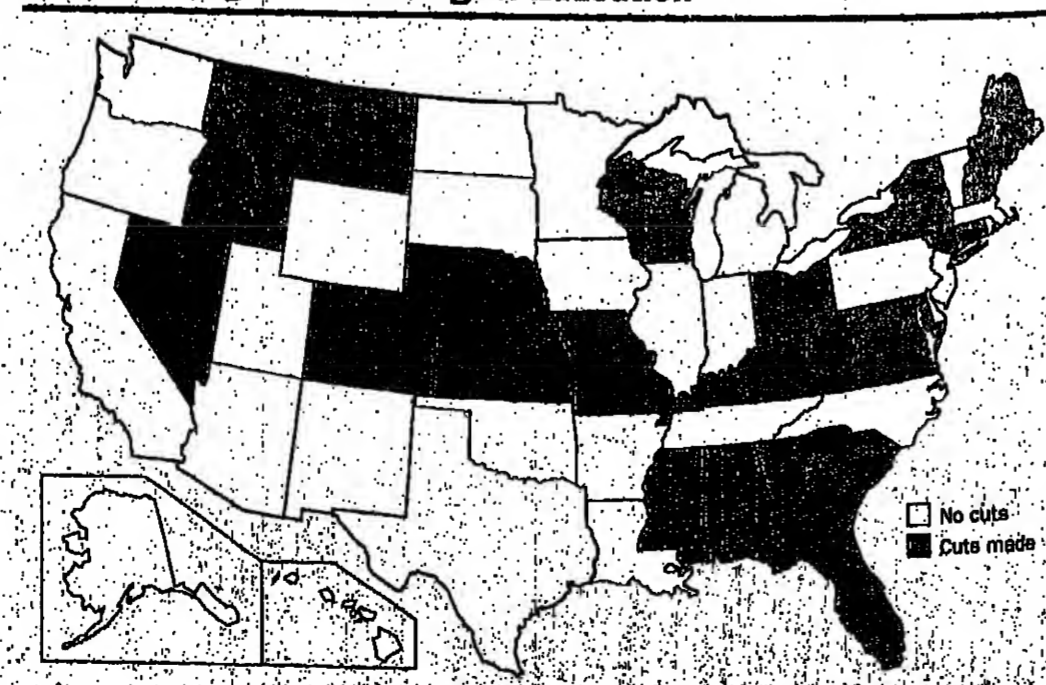
David B. Laird, Jr., president of the Minnesota Private College Council, said Mr. Appleberry "was a little off the mark. The question is whether low- and middle-class students can afford to go to any college: public or private."

New Formula Proposed

Private-college officials noted that many leaders of public institutions were also calling for increases in their colleges' tuition rates. Indeed, Thomas Wallace, president of Illinois State University, and other public higher-education officials have suggested that states adopt a "high tuition-high financial aid" budget formula. Said Mr. Wallace: "Public higher education must do more to help itself, because state resources are not and will not be available to bail us out of our existing and future fiscal problems."

The survey paper, "Report of the States," may be purchased for \$6 by state agencies and member institutions. Others may obtain it for \$16. Copies are available from AASCU, One Dupont Circle, Suite 700, Washington 20036-1192.

Mid-Year Budget Cuts for Higher Education



Government & Politics

Give & Take

The American Association of University Professors is blaming "administrative bloat" for the financial problems facing colleges and universities. It wants faculty members to demand cutbacks in administrative spending rather than in academic programs.

"Undetected, unprotested, and unchecked, the excessive growth of administrative expenditures has done a lot of damage to life and learning on our campuses," writes AAUUP President Barbara R. Bergmann in the most recent issue of the association's journal, *Academe*.

Ms. Bergmann, who is also a professor of economics at American University, uses U.S. Department of Education data to make her case. In 1980, for every dollar that colleges spent on instruction, they spent an average of 27 cents on administration. In 1988, they spent 45 cents on administration for every dollar spent on instruction. In the 1980's, administrative budgets grew 26 per cent faster than instructional budgets, according to the data.

In her article, Ms. Bergmann challenges arguments that administration has grown because of increased federal and state regulations or a transfer of tasks from faculty members to administrators.

"The growth of administration to its present levels derives from two things: the desire of each administrator for more underlings, and a governance problem—weak curbs on administrative growth," she says.

Ms. Bergmann calls on faculty members to learn how the administration has grown on their campuses and to press their AAUP chapter or faculty budget committee to attack the problem.

In a cost-cutting move, the University of California at Berkeley has canceled Charter Day, a celebration that has been held in most years since 1874 to commemorate the vote by the Legislature in 1868 to establish the university.

The Charter Day observance was to have been held March 23 at a cost of \$30,000, but Chang-Lin Tien, chancellor of the Berkeley campus, said the university "must do everything we can to cut back on non-essential costs during this difficult financial period."

The campus had to trim about \$16-million from its 1991-92 budget because of cuts in state funding requests, and student fees have been raised 22 per cent this year.

Although it has been a university-wide event, Charter Day has traditionally been held at Berkeley, the first of the university's nine campuses. The ceremonies have included musical presentations, a parade by alumni groups, speeches, and visits by dignitaries.

Berkeley hopes to hold Charter Day in 1993, the 125th anniversary of the university's establishment.

Business & Philanthropy

College Endowments Gained Modest 7.2% in 1990-91 as Recession Curbed Earnings for 2nd Year in Row

Despite the slowdown, colleges resist temptation to spend more of their permanent funds

By LIZ McMILLEN

WASHINGTON

Mired in the recession, college and university endowments have recorded sluggish earnings for the second consecutive year.

In the latest of its annual studies, the National Association of College and University Business Officers found that college endowments had earned an average of 7.2 per cent in the year ending June 30, 1991, down from 9.7 per cent in the year before.

The first two years of the 1990's contrast sharply to the financial bonanza of the 1980's, when college funds earned an average of 13.4 per cent per year from 1981 to 1990.

Even though endowments are earning less than in previous years, colleges are resisting the temptation to spend more of their permanent funds, said Robin Jenkins, director of NACUBO's Financial Management Center. The study found that the average endowment spending rate for 1990-91 had been 4.5 per cent, the same as in the previous year.

"Institutions have been disciplined about it, which means they have to cut budgets, a much more difficult political decision," Ms. Jenkins said. "That's an indication of the mindset of higher-education management, which is that we've got to downsize our operations rather than increase revenue."

With the lackluster earnings of the last two years, many colleges are diversifying their investments in the hopes of enhancing their endowment's performance, Ms. Jenkins said, noting that more colleges are looking to foreign markets as well as "distressed obligations"—generally corporate bonds that carry higher risk but also higher interest rates.

"In the grand scheme, that signals that there are institutions beginning to think about investment policy in the 1990's," she added. "They are going out and seeking rates of return that are better than if they just went to the securities and fixed-annuities markets."

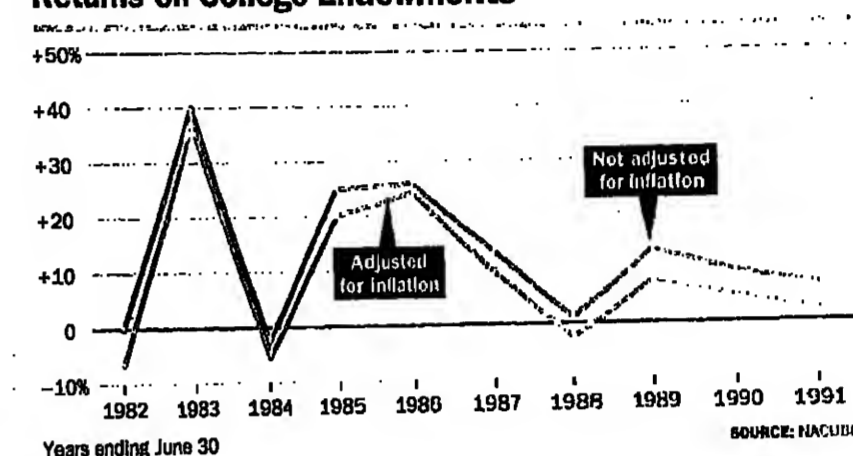
Value of 6 Funds Dropped

Endowments reported returns ranging from a high of 26 per cent to a loss of 14.4 per cent. According to the study, the market value of six college endowments actually dropped between 1990 to 1991. Nearly 400 institutions were included in the study.

NACUBO does not release rates of returns for individual colleges, but Ms. Jenkins said the two colleges that earned return rates of 20 per cent or more last year had been heavily invested in equities, distressed securities, and foreign markets.

Although the average rate of return was lower than it had been in previous years, some institutions did better than average. Emory University earned 17.2 per cent in its endowment, one of the highest returns of any institution in the study, according to John Temple, Emory's executive vice-president. Mr. Temple said the high per-

Returns on College Endowments



formance of its endowment was due to the large block of stock it holds in the Coca Cola Company, some 12 million shares.

Thanks to the continuing strength of the stock, Mr. Temple said, Emory's endowment today is now worth \$1.6-billion, compared with \$1.28-billion, the figure the university reported for the year that ended last June.

'Conservative' Management

Another institution that did better than average was Northwestern University, which recorded a 10.4-per-cent return on its endowment, now worth more than \$1-billion. Marilyn McCoy, Northwestern's vice-president for administration and planning, said the university's endowment had done relatively well last year because it was "conservatively managed," with about 60 per cent invested in securities, especially health stocks.

Several endowment managers noted that some colleges are reconsidering their holdings in real estate, once a favorite among college investors. According to the study, colleges that held real estate record-

ed an average loss of 1.1 per cent on such investments in 1990-91. "For all of us that hold real estate, it's either a drag or a negative on the endowment," said Mr. Temple, who added that he wouldn't be surprised if Emory eventually moved to write down its real-estate assets by \$2- to \$3-million.

Some institutions have already taken that step. Last year Harvard University wrote down the value of some of its real-estate and oil and gas investments in the most speculative portion of its endowment. Although the university would not confirm the size of the writedown, it was widely reported to be more than \$200-million (*The Chronicle*, October 16, 1991).

In a much smaller move, Oberlin College last year wrote down the value of some of its real estate by a number that Charles Tharp, Oberlin's treasurer, said was less than \$5-million. Oberlin also abolished the college's office of real-estate ventures. Although the writedown had an immediate effect on the market value of the endowment, worth \$224-million in June 1991, it was necessary to correct overly optimistic appraisals, Mr. Tharp said. The overall rate of return for Oberlin's endowment was 1.1 per cent.

"I would bet that once we've cleared the decks this year, we'll see ourselves looking very good," Mr. Tharp said. By year's end, the surge in the stock market had lifted the value of Oberlin's endowment to an all-time high of \$246-million, he said.

1.1% Growth for Harvard

Harvard University continued in 1990-91 to have the largest endowment of any university, with a market value of \$4.6-billion, although Harvard's rate of endowment growth, at 1.1 per cent, was well below the average. Jack Meyer, president of the Harvard Management Company, said the writedown of certain assets and the performance of "private placement" investments had been responsible for the lull in the endowment's growth.

The University of Texas ranked second overall and first among public universities, with an endowment of \$3.3-billion.

Ranked by endowment per full-time-equivalent student, the Academy of the

Continued on Following Page

2 Gifts Will Bring \$15-Million Total to Juilliard School

Two gifts are expected to bring a total of \$15-million to the Juilliard School.

Irene Diamond, president of the Aaron Diamond Foundation, New York, has promised a total of \$10-million, the largest single gift ever made to the school. Ms. Diamond has already given Juilliard half of the total amount. She plans to leave the school the remaining \$5-million in her will.

The foundation was established in 1955 by Ms. Diamond, who worked in theater, and her husband, Aaron, who made his fortune in real estate. The foundation has given to Juilliard in the past, but this is the first personal donation from Ms. Diamond. The gift will create a fund for scholarships and faculty salaries, both with a special focus on members of minority groups.

Another \$5-million was donated by Rosemary Willson, the widow of the composer Meredith Willson. Juilliard plans to name a new dormitory overlooking Broadway after Mr. Willson. He is known for his work on the Broadway musical *The Music Man*. Mr. Willson, who died in 1984, was an alumnus of Juilliard's forerunner, the Institute of Musical Art. —JULIE L. NICKLIN

Endowments Gain a Modest 7.2% in 1991-92

Continued From Preceding Page
New Church led all institutions with \$435,833 for each of the 330 students it enrolled. Among public universities, the Oregon Health Sciences University Foundation was the leader, with \$40,456 for each of its 1,343 enrollees.

Total Value: \$64.5-Billion

The total market value of the 395 participating college and university endowments in the year ending June 30, 1991, was \$64.5-billion, compared with \$60.1-billion for 1990. The study measures total return, including changes in the market value of investments as well as interest and dividend income.

The 7.2-per-cent overall return was less than that recorded by several benchmarks, including Standard & Poor's index of 500 stocks, which rose 7.4 per cent in the period covered in the study.

NACUBO has studied endowments each year since 1974. The study includes most four-year colleges and universities with endowments of at least \$1-million, according to the association. The study is conducted for NACUBO by Cambridge Associates, a financial research and consulting company.

Copies of the complete report are available for \$50 each for members of the association and \$75 for others from NACUBO Publications, P.O. Box 96164, Washington 20090-6164. An executive summary is available to members and non-members alike for \$5.

FACT FILE: Value of 395 Endowments on June 30, 1991

1991 rank	Institution	Market value June 30, 1990	June 30, 1991
1.	Harvard University	\$4,653,229,000	\$4,669,683,000
2.	University of Texas System	3,256,192,000	3,374,301,000
3.	Princeton University	2,527,140,000	2,624,082,000
4.	Yale University	2,570,892,000	2,596,680,000
5.	Stanford University	2,053,128,000	2,043,000,000
6.	Columbia University	1,494,938,000	1,525,904,000
7.	Washington University	1,395,854,000	1,442,616,000
8.	Massachusetts Institute of Technology	1,404,588,000	1,442,526,000
9.	Texas A&M University System	1,368,000,000	1,395,454,000
10.	Emory University	1,153,875,000	1,289,630,000
11.	Rice University	1,068,033,000	1,140,044,000
12.	University of Chicago	1,074,605,000	1,080,482,000
13.	Northwestern University	983,556,000	1,046,905,000
14.	Cornell University	926,900,000	953,600,000
15.	University of Pennsylvania	808,409,000	825,601,000
16.	University of Notre Dame	805,830,000	837,234,000
17.	Vanderbilt University	803,708,000	813,207,000
18.	Dartmouth College	593,952,000	594,582,000
19.	New York University	542,672,000	581,921,000
20.	University of Rochester	589,007,000	578,358,000
21.	Johns Hopkins University	560,478,000	561,433,000
22.	Rockefeller University	544,274,000	535,885,000
23.	California Institute of Technology	523,729,000	534,085,000
24.	Duke University	472,923,000	527,635,000
25.	University of Southern California	495,695,000	522,931,000
26.	University of Virginia	487,007,000	507,002,000
27.	University of Michigan	448,209,000	500,430,000
28.	Case Western Reserve University	421,820,000	442,722,000
29.	Brown University	425,760,000	431,444,000
30.	Macclesfield College	320,127,000	390,024,000
31.	University of Delaware	360,278,000	369,623,000
32.	Wellesley College	374,127,000	388,188,000
33.	Southern Methodist University	395,322,000	386,568,000
34.	Ohio State University	321,880,000	361,238,000
35.	Smith College	341,827,000	343,138,000
36.	Swarthmore College	336,239,000	342,483,000
37.	Loyola University of Chicago	309,434,000	338,382,000
38.	Wake Forest University	318,032,000	336,361,000
39.	University of Cincinnati	314,481,000	329,178,000
40.	Texas Christian University	290,816,000	328,624,000
41.	University of Tulsa	308,308,000	319,482,000
42.	Pomona College	285,882,000	316,186,000
43.	Williams College	308,088,000	315,068,000
44.	Carnegie Mellon University	299,168,000	313,931,000
45.	Boston College	276,214,000	312,000,000
46.	Trinity University	285,993,000	307,189,000
47.	George Washington University	286,677,000	305,047,000
48.	University of Richmond	280,687,000	297,478,000
49.	University of Pittsburgh	278,841,000	296,618,000
50.	Grinnell College	286,770,000	292,828,000
51.	University of Minnesota	276,268,000	291,216,000
52.	Berea College	274,124,000	289,278,000
53.	Washburn University	270,988,000	271,909,000
54.	American College	269,411,000	269,411,000
55.	Georgetown University	245,285,000	267,798,000
56.	Baylor University	250,377,000	264,188,000
57.	Lehigh University	234,049,000	263,624,000
58.	Vassar College	243,081,000	261,186,000
59.	Rensselaer Polytechnic Institute	240,078,000	249,488,000
60.	Kansas University Endowment Association	226,008,000	235,107,000
61.	Yukon University	233,417,000	234,066,000
62.	University of Florida Foundation	218,359,000	229,861,000
63.	Dartmouth College	228,116,000	228,444,000
64.	Georgia Institute of Technology	200,744,000	223,669,000
65.	Middlebury College	213,088,000	208,824,000
66.	Pennsylvania State University	180,147,000	207,865,000
67.	St. Louis University	195,124,000	206,389,000
68.	La Roche College	206,081,000	206,389,000
69.	University of Nebraska	178,011,000	207,724,000
70.	University of Minnesota Foundation	173,689,000	200,808,000
71.	University of Washington	170,071,000	198,843,000
72.	University of Wisconsin	170,776,000	198,813,000
73.	Parsons University	170,776,000	198,813,000

As of July 31.
As of September 30.
As of August 31.

Business & Philanthropy

1991 rank	Institution	Market value June 30, 1990	June 30, 1991
74.	Mount Holyoke College	\$175,171,000	\$180,974,000
75.	University of North Carolina at Chapel Hill	169,082,000	180,568,000
76.	Washington State University	165,386,000	179,087,000
77.	Thomas Jefferson University	196,033,000	176,665,000
78.	Syracuse University	185,042,000	175,840,000
79.	University of Alabama System	158,273,000	175,000,000
80.	Carleton College	175,793,000	174,132,000
81.	Northwestern University	157,237,000	171,978,000
82.	Tufts University	155,815,000	167,571,000
83.	Boston University	180,272,000	167,097,000
84.	Rochester Institute of Technology	165,807,000	165,659,000
85.	Bryn Mawr College	154,602,000	163,802,000
86.	Bowdoin College	151,744,000	161,656,000
87.	Brandeis University	153,137,000	161,112,000
88.	University of Missouri	146,545,000	160,193,000
89.	Agnes Scott College	142,747,000	158,688,000
90.	Rush University	154,589,000	156,549,000
91.	University of Illinois Foundation	143,348,000	153,353,000
92.	State University of New York at Buffalo and Foundation	149,632,000	151,017,000
93.	Colgate University	137,163,000	146,595,000
94.	University of Wisconsin Foundation	127,271,000	144,780,000
95.	Trinity College (Conn.)	137,348,000	144,321,000
96.	University of Oklahoma	not reported	143,968,000
97.	Academy of the New Church	141,843,000	143,828,000
98.	Colorado College	137,894,000	143,622,000
99.	Occidental College	147,278,000	140,391,000
100.	Southwestern University	126,873,000	136,482,000
101.	Webb College	129,821,000	136,484,000
102.	Virginia Tech Foundation	117,400,000	130,200,000
103.	Earlham College	132,780,000	129,634,000
104.	Rutgers University	117,046,000	128,643,000
105.	Clemson University	103,078,000	119,728,000
106.	Hamilton College	114,319,000	118,447,000
107.	University of Tennessee System	107,148,000	117,790,000
108.	St. John's University	110,682,000	115,968,000
109.	Washington and Lee University	109,484,000	115,838,000
110.	Chadron College	111,213,000	112,322,000
111.	Loyola Marymount University	108,363,000	112,278,000
112.	Stanford University	52,307,000	111,778,000
113.	University of Houston System	86,689,000	109,948,000
114.	Bucknell University	88,198,000	109,470,000
115.	University of Wisconsin System	101,373,000	108,847,000
116.	Concordia College	100,683,000	108,680,000
117.	Radcliffe College	98,988,000	108,817,000
118.	Worcester Polytechnic Institute	98,286,000	108,816,000
119.	Union College (N.Y.)	97,884,000	108,509,000
120.	Whitman College	98,896,000	104,877,000
121.	University of Louisville Foundation	95,021,000	108,018,000
122.	University of Oregon and Foundation	94,138,000	102,689,000
123.	Marquette University	97,489,000	102,103,000
124.	St. Paul University	97,423,000	98,838,000
125.	University of the South	97,086,000	98,688,000
126.	Baylor College	89,862,000	97,602,000
127.	University of California at Los Angeles Foundation	85,493,000	95,807,000
128.	Marquette University	83,085,000	95,002,000
129.	College of William and Mary	87,585,000	93,742,000
130.	University of Iowa Foundation	86,744,000	92,774,000
131.	Trinity College	88,602,000	92,688,000
132.	University of Oregon and Foundation	86,166,000	92,207,000
133.	University of Maryland System	86,599,000	91,857,000
134.	University of California at Berkeley	86,599,000	91,857,000
135.	University of California at Berkeley	86,599,000	91,857,000
136.	University of California at Berkeley	86,599,000	91,857,000
137.	University of California at Berkeley	86,599,000	91,857,000
138.	University of California at Berkeley	86,599,000	91,857,000
139.	University of California at Berkeley	86,599,000	91,857,000
140.	University of California at Berkeley	86,599,000	91,857,000
141.	University of California at Berkeley	86,599,000	91,857,000
142.	University of California at Berkeley	86,599,000	91,857,000
143.	University of California at Berkeley	86,599,000	91,857,000
144.	University of California at Berkeley	86,599,000	91,857,000
145.	University of California at Berkeley	86,599,000	91,857,000
146.	University of California at Berkeley	86,599,000	91,857,000
147.	University of California at Berkeley	86,599,000	91,857,000
148.	University of California at Berkeley	86,599,000	91,857,000
149.	University of California at Berkeley	86,599,000	91,857,000
150.	University of California at Berkeley	86,599,000	91,857,000

Business & Philanthropy

	Institution	Market value June 30, 1990	June 30, 1991
151.	Colby College	\$77,682,000	\$78,144,000
152.	Winnipeg University	74,498,000	77,846,000
153.	College of Wooster	74,707,000	76,137,000
154.	Berry College	70,200,000	76,039,000
155.	Austin College	74,940,000	75,186,000
156.	University of Vermont	74,924,000	75,020,000
157.	Kansas State University Foundation	71,226,000	73,989,000
158.	Harvey Mudd College	67,530,000	73,700,000
159.	Footen University	69,798,000	73,071,000
160.	Ohio University	not reported	72,997,000
161.	West Virginia University Foundation	64,137,000	70,940,000
162.	Walla Walla College	71,220,000	70,775,000
163.	Walla Walla College	68,024,000	70,020,000
164.	Michigan State University	61,733,000	69,658,000
165.	Walla Walla College	62,030,000	69,093,000
166.	Walla Walla College	62,504,000	68,740,000
167.	Walla Walla College	65,523,000	68,494,000
168.	University of New Mexico and Foundation	not reported	68,251,000
169.	University of Nevada	62,546,000	67,079,000
170.	San Jose State University	62,447,000	66,544,000
171.	University of Wisconsin	60,218,000	64,178,000
172.	Temple University	60,717,000	63,829,000
173.	St. John's University	58,892,000	63,303,000
174.	University of Dayton	60,691,000	62,601,000
175.	St. John's College	59,780,000	62,330,000
176.	Tulane College, Columbia University	52,014,000	62,161,000
177.	St. John's College	55,922,000	61,287,000
178.	St. John's College	61,263,000	61,230,000
179.	Indiana State University System	not reported	60,875,000
180.	University of Arizona	55,700,000	59,702,000
181.	University of Hawaii	55,216,000	58,992,000
182.	St. John's College	51,983,000	57,331,000
183.	University of Maryland System	54,558,000	56,893,000
184.	University of Puget Sound	51,581,000	56,767,000
185.	St. John's College	52,853,000	56,245,000
186.	St. John's College	52,964,000	56,209,000
187.	Oregon State System of Higher Education	51,221,000	55,640,000
188.	University of South Carolina System	51,757,000	55,328,000
189.	Illinois Institute of Technology	not reported	55,054,000
190.	University of South Florida Foundation	44,407,000	54,736,000
191.	Oregon Health Sciences University Foundation	47,570,000	54,332,000
192.	Birmingham-Southern College	not reported	54,031,000
193.	Simson University and Foundation	50,725,000	54,003,000
194.	Claremont University Center	52,211,000	53,704,000
195.	Washington University	48,208,000	53,678,000
196.	St. Joseph College	51,101,000	53,065,000
197.	Centre College of Kentucky	50,690,000	53,025,000
198.	Philadelphia College of Pharmacy and Science	51,220,000	52,060,000
199.	University of Illinois	47,835,000	51,377,000
200.	St. John's College	51,478,000	51,341,000
201.	St. John's College	50,045,000	51,308,000
202.	Washington and Jefferson College	not reported	50,634,000
203.	St. John's University	44,930,000	50,100,000
204.	North Carolina State University	46,187,000	50,068,000
205.	Illinois State University Foundation	38,635,000	49,708,000
206.	Montclair College	43,854,000	49,378,000
207.	Randolph-Macon Woman's College	47,198,000	49,188,000
208.	University of Denver	47,631,000	48,699,000
209.	Illinois Institute of Technology	not reported	48,574,000
210.	St. John's College	44,413,000	48,377,000
211.	Indiana University	47,464,000	48,096,000
212.	Illinois University Association Generalized University	not reported	47,528,000
213.	Illinois State University	44,011,000	47,328,000
214.	St. John's College	38,643,000	47,119,000
215.	University of Arkansas and Foundation	not reported	46,554,000
216.	St. John's College	45,457,000	46,163,000
217.	University of Mississippi	44,068,000	46,062,000
218.	University of Medicine and Dentistry	47,809,000	46,017,000
219.	St. John's College	41,637,000	45,562,000

PHILANTHROPY NOTES

- \$10-million for Yale's art gallery in memory of late Senator
- Trustee gives Northwestern U. \$10-million for professorships
- North Carolina State promised \$11-million by 1995 alumnus
- Anonymous donors make \$30-million challenge to Cornell U.
- Group of companies in Taiwan pledge \$10-million to MIT

Teresa Heinz plans to give \$10-million to the art gallery at Yale University in memory of her late husband, Senator John Heinz, III.

The gift, the largest ever to the gallery, was announced by Yale President Benno C. Schmidt during a benefit dinner for the gallery held at Sotheby's Inc.

The donation brings to about \$400-million the total collected so far in Yale's five-year, \$1.5-billion capital campaign, which will be announced this spring. It will seek \$25-million for the gallery.

Ms. Heinz is chairwoman of the Howard Heinz Endowment and the Heinz Family Foundation. Henry J. Heinz, II, her father-in-law, was the long-time chairman of the H. J. Heinz Corporation. Ms. Heinz's husband, who graduated from Yale in 1960, was a Senator from Pennsylvania. He served on the art gallery's governing board before his death in 1991.

A trustee has given Northwestern University \$10 million for outstanding professors.

University officials say the gift, from Charles Deering McCormick, will allow Northwestern to award 10 professorships to tenured faculty members who have demonstrated outstanding performance in undergraduate courses. Each professorship, which will be awarded for a three-year term, sets aside \$7,000 as a salary supplement and \$3,000 for professional development.

The McCormick family founded International Harvester Company, which is now Navistar International Corporation. The company, headquartered in Chicago, manufactures medium and heavy trucks. The family has a long history of giving to Northwestern.

North Carolina State University has been promised \$11-million by a 1965 alumnus who now heads a nationwide weight-loss company. The gift would be the university's largest ever.

The gift, from Reef C. Ivey, II, co-owner of Nutri/System Inc., will endow two programs for students. Once the endowments are established, fellowships valued at \$23,000 each will be awarded annually to doctoral students. Scholarships—\$3,500 each for in-state and \$6,000 each for out-of-state students—will be awarded to undergraduates. The awards are renewable for three years.

Mr. Ivey's donation brings to \$130-million the total in pledges and gifts received in the university's five-year, \$230-million capital campaign. It will end next year.

Cornell University stands to receive \$30-million from a

group of anonymous donors if it can raise three times that amount by the end of the year. The challenge grant is the largest ever given to Cornell. As gifts from

other donors come in, money from the group will be added to Cornell's \$1.25-billion capital campaign. Announced in 1990, the drive has raised more than \$554-million so

far. Among other goals, the campaign seeks to establish 125 endowed professorships.

If it is successful in meeting the anonymous challenge, Cornell will use the \$30-million to create up to 60 endowed positions.

A group of Taiwan companies, under the aegis of the Epoch Foundation, has promised \$10-million to the Massachusetts Institute of Technology. The gift will create an endowment for MIT's management school.

Already, 12 corporations in Taiwan have given a total of \$6-million

Business & Philanthropy

to MIT's Sloan School of Management. Eight more will donate the remaining \$4-million of the gift before 1994.

The endowment created by the gifts through the Taiwan-based foundation will support the MIT school's research on companies in the Asia/Pacific region.

The fund will also establish programs, conferences, and workshops here and abroad to train students and business professionals from the region.

In addition, some faculty salaries and student scholarships will be paid for by the endowment.

—JULIE L. NICKLIN

FACT FILE: Value of 395 Endowments on June 30, 1991—Continued From Preceding Page

1991 rank	Institution	Market value June 30, 1990	June 30, 1991
290.	Suffolk University	\$24,734,000	\$25,424,000
291.	University of North Carolina at Greensboro	24,144,000	25,390,000
292.	Southern California College of Optometry	18,016,000	25,360,000
293.	Randolph-Macon College	23,567,000	25,320,000
294.	University of Redlands	23,143,000	24,064,000
295.	Marquette College	23,203,000	24,834,000
296.	High Point College	23,031,000	24,830,000
297.	Gulford College	22,858,000	24,687,000
298.	Rockhurst College	23,838,000	24,644,000
299.	Fairfield University	21,403,000	24,402,000
300.	California Institute of the Arts	24,478,000	24,317,000
301.	Dillard University	22,572,000	24,143,000
302.	Xavier University (Ohio)	20,730,000	23,881,000
303.	Cenisha College	22,211,000	23,847,000
304.	University of Indianapolis	22,482,000	23,464,000
305.	University of Connecticut Foundation	not reported	23,361,000
306.	Moravian College	18,491,000	23,268,000
307.	Doane College	22,004,000	23,186,000
308.	Pitzer College	21,282,000	23,063,000
309.	Alfred University	22,208,000	22,909,000
310.	Ohio Northern University	22,893,000	22,850,000
311.	American University	18,811,000	22,800,000
312.	St. John's College (Md.)	22,647,000	22,145,000
313.	La Salle University	19,922,000	21,416,000
314.	Augustana College (Ill.)	not reported	21,388,000
315.	Cornell College	20,483,000	21,098,000
316.	Old Dominion University	19,189,000	20,488,000
317.	Washington College	18,724,000	20,387,000
318.	Salem College	18,941,000	20,358,000
319.	Ripon College	19,068,000	20,348,000
320.	University of Dallas	20,671,000	20,271,000
321.	St. Norbert College	19,265,000	20,268,000
322.	Mary Baldwin College	18,368,000	19,897,000
323.	Simpson College (Iowa)	not reported	19,442,000
324.	Monmouth College (Ill.)	17,481,000	18,746,000
325.	San Diego State University Foundation	16,898,000	18,129,000
326.	Central University of Iowa	not reported	18,073,000
327.	Luther College	not reported	17,843,000
328.	Montclair College	16,698,000	17,821,000
329.	Muskegon College	not reported	17,478,000
330.	Marywood College	16,788,000	17,208,000
331.	Utah State University	14,607,000	17,088,000
332.	Western Michigan University Foundation	15,943,000	17,036,000
333.	Marquette University	not reported	16,988,000
334.	Nazareth College of Rochester	16,275,000	16,738,000
335.	Lowell State University	13,907,000	16,642,000
336.	Oglethorpe College	15,562,000	16,469,000
337.	Sarah Lawrence College	15,978,000	16,421,000
338.	Georgetown College	14,031,000	16,289,000
339.	Albion College	15,431,000	16,178,000
340.	Elizabeth City College	15,367,000	16,070,000
341.	Quincy College	15,367,000	16,068,000
342.	Western Maryland College	15,367,000	16,068,000
343.	Arizona State University	15,367,000	16,068,000

1991 rank	Institution	Market value June 30, 1990	June 30, 1991
344.	Saint Bonaventure University	\$14,880,000	\$14,808,000
345.	Memphis State University	14,791,000	14,412,000
346.	University of Evansville	12,577,000	14,288,000
347.	King's College (Pa.)	13,824,000	14,263,000
348.	Western New England College	13,074,000	14,253,000
349.	Carroll College (Wis.)	13,224,000	13,894,000
350.	Le Moyne College	12,834,000	13,601,000
351.	Wilkes University	not reported	13,561,000
352.	State University of New York Health Science Center at Brooklyn College of Medicine	13,330,000	13,419,000
353.	Unifield College	not reported	13,138,000
354.	East Tennessee State University Foundation	12,164,000	13,070,000
355.	Emporia State University Foundation	14,284,000	12,987,000
356.	Warren Wilson College	9,998,000	12,804,000
357.	Christian Brothers University	12,531,000	12,825,000
358.	Medical College of Georgia	not reported	12,443,000
359.	University of Rhode Island Foundation	11,517,000	12,083,000
360.	Midway College	not reported	11,444,000
361.	Pittsburg State University	10,335,000	10,994,000
362.	Metropolitan College	not reported	10,816,000
363.	West State University Foundation	not reported	10,243,000
364.	Harrisburg Area Community College	7,768,000	10,228,000
365.	GMI Engineering and Management Institute	not reported	8,731,000
366.	Saga College	8,940,000	8,348,000
367.	St. John Fisher College	8,124,000	8,298,000
368.	Widener University	7,692,000	8,038,000
369.	Merrimack College	7,788,000	8,001,000
370.	Bethlehem College	7,880,000	8,005,000
371.	Grand Valley State University	7,141,000	8,108,000
372.	Long Island University	8,370,000	8,109,000
373.	Philadelphia College of Textile and Science	7,439,000	7,987,000
374.	Seattle Pacific University	8,383,000	7,812,000
375.	University of Guam	6,897,000	7,671,000
376.	Eastern Michigan University	not reported	7,624,000
377.	Eastern Illinois University	8,048,000	7,210,000
378.	University of Tampa	not reported	7,122,000
379.	State University of New York Stony Brook Foundation	6,178,000	7,108,000
380.	State University of New York Health Science Center at Syracuse	6,896,000	6,896,000
381.	Marquette College	not reported	6,896,000
382.	Mount Mary College	6,840,000	6,584,000
383.	Rockingham College	6,999,000	6,402,000
384.	Harold Starns University	6,896,000	6,228,000
385.	Southwest Missouri State University	6,891,000	6,113,000
386.	Western Illinois University Foundation	not reported	6,020,000
387.	University of Maryland	6,016,000	5,689,000
388.	University of South Carolina	6,234,000	5,429,000
389.	Albany State University	5,198,000	5,408,000
390.	St. Bonaventure University	5,076,000	5,225,000
391.	Yale University	5,283,000	5,173,000
392.	State University of New York Binghamton College Foundation	not reported	5,173,000
393.	State University of New York Cortland College Foundation	not reported	5,173,000
394.	State University of New York Oswego College Foundation	not reported	5,173,000
395.	State University of New York Plattsburgh College Foundation	not reported	5,173,000

Note Book

The tight job market has led GMI Engineering & Management Institute to require some of its first-year students to take a course to help them hone their job-hunting skills.

can students alternately attend classes and work for a company every three months during a five-year bachelor's-degree program. Until three years ago, the institute admitted only students who had agreements with employers to hire them during the program.

But last fall, about half of the 600 first-year students did not have jobs when they came to the campus. In 1989, only 35 members of the entering class did not have jobs. "We have to be realistic with our goals," says Julie Ulseth, GMI's associate director of corporate relations. "It's just not possible in this environment to expect a whole class to have co-op jobs when they come."

Myths about cadavers, which circulate widely among medical students, may not be true, but they do provide insight into the way that medical students handle issues of death and dying, according to a new book.

Into the Valley: Death and the Socialization of Medical Students was written by Frederic W. Hafferty, an associate professor of behavioral sciences at the University of Minnesota at Duluth. He says that some medical students who laugh at the cadaver stories—like the one about the professor who dressed up in a cadaver and took it to a college football game—consider the cadaver as no more than a laboratory learning tool. Others, who see the cadaver as a human, may find the stories shockingly disrespectful.

The book describes the experiences of a group of first-year students at an unidentified medical school as they faced three different exposures to death: visiting terminally ill patients, dissecting human cadavers, and dealing with the unexpected death of a man serving as a volunteer subject in their class.

Copies of the book are available for \$28.50 each from Yale University Press, 32A Yale Station, New Haven, Conn. 06520; (203) 432-0940.

Police officers will award safety certificates to apartment complexes near the University of Florida where five students living in off-campus apartments were murdered last year.

Under the program, city and university police will begin inspecting the apartments this spring for such basic safety features as secure doors and windows, good lighting, and dead-bolt locks.

Once the apartments have been inspected, the police departments will publish a list of those that have been certified as safe. Students also will be given a check list so they can determine whether their own apartments are safe.

Students

Campus Codes That Ban Hate Speech Are Rarely Used to Penalize Students

Administrators say policies serve mainly as deterrents

By SUSAN DODGE

Although campus speech codes that ban slurs and epithets have set off volatile debates over students' First Amendment rights, administrators say the policies have rarely been used to penalize those who utter offensive remarks.

The so-called hate-speech codes were instituted at many public and private institutions following racial incidents on their campuses.

The codes, most of which have been adopted within the last four years, have been criticized by officials of the American Civil Liberties Union and others, who believe they violate the free-speech rights of students and, in some cases, of faculty and staff members. Hate-speech codes at the Universities of Michigan and Wisconsin were struck down by federal judges after the ACLU sued.

Most of the policies still in place ban offensive or demeaning words that are directed at someone's gender, race, sexual orientation, religion, or handicap. The most widely known case of punishment under such a code was at Brown University, which expelled a student last year for yelling racist and anti-Semitic remarks in a dormitory courtyard. The student had been drinking, and university officials described him as unruly.

According to several college administrators, no other institution has expelled a student for offensive remarks, although a handful of students have been suspended for violating campus speech policies. Most of the time, however, administrators try to work out complaints with informal discussions between the student who used the remark and the one who was offended.

Few Lodge Complaints

College administrators who enforce the policies say few students have used the codes to lodge complaints against others. The administrators say their policies serve primarily as a deterrent to offensive remarks rather than as an active tool to police behavior.

"I think every time you address a situation in the college with some kind of policy, it acts as an indication to everyone that it is a concern of the institution," says Marilyn LaPlante, dean of students at Kalamazoo College. "And if it is a concern of the institution, that, I think, is the deterrent."

College officials also say that hate-speech policies can serve as a message to prospective minority students, who may feel more comfortable when institutions have written policies banning harassment.

Following are examples of how hate-speech policies are working at some institutions:

■ At Kalamazoo, an anti-harassment policy that has been in place since 1989 has never been used to punish a student. Kalamazoo officials developed the plan in response to a series of hate-speech incidents.



Marilyn LaPlante, dean of students at Kalamazoo College: "We wanted to be ready should we have any particular problems."



Beth Wilson, affirmative-action officer at U. of Oklahoma: "Apologies and getting the students together help resolve a lot of the situations."

Continued on Following Page

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Controversial Hate-Speech Codes Rarely Enforced

Continued From Preceding Page
 sponse to reports from colleges across the country of an increase in harassment directed at members of minority groups, homosexuals, and women.

"We wanted to be ready should we have any particular problems," Ms. LaPlante says.

■ Emory University has dealt with about two dozen allegations of violations since its anti-harassment policy was instituted in 1988. Many of the complaints have dealt with sexual harassment, although a few have involved accusations of anti-homosexual remarks. Emory suspended two graduate teaching assistants after allegations of sexual harassment, but it dealt with most of the other violations by reprimanding students who were found guilty.

■ Officials at the University of California at Los Angeles say that a student who violated the university's speech code and physically as-

saulted and sexually harassed other students has had to perform several hours of community service, establish a program to educate his fraternity about sexual harassment, and write a paper for the dean of students on the topics of "heterosexism" and the origins of programs aimed at discouraging sexual harassment. Another student who physically assaulted a student and violated the speech code has been prohibited from having any further contact with the victim of his attack and was required to write a paper on "Words of Oppression."

■ Eastern Michigan University has seen one violation of its anti-harassment policy. University officials would not reveal details of the case because they are still deciding on a penalty for the student involved.

■ Officials at the University of Arizona say they have not used the hate-speech policy they instituted

in 1990. But Alexis Hernandez, associate dean of students, says that if the university were to punish students for violating the policy, "the focus would be on education." Students probably would be asked to attend workshops about harassment and participate in community-service projects.

Informal Solutions

Administrators at a variety of institutions with hate-speech policies say they prefer to resolve violations informally, rather than with official penalties.

"Generally, apologies and getting the students together help resolve a lot of the situations," says Beth Wilson, the affirmative-action officer at the University of Oklahoma.

"Most of the incidents aren't intended to be malicious," Ms. Wilson says. "They're just young, immature students who are, for the first time, getting immersed with

people from different cultures. They just have to be sensitized."

Students on some campuses who use racial slurs or other types of epithets are required to go to special workshops to learn how slurs and epithets can upset others.

At Emory University, for example, administrators have held several workshops on sexual harassment for students and faculty and staff members who have been accused of using sexist remarks.

The participants are given quizzes so university officials can test their knowledge of what constitutes sexist behavior and harassment. They review legal cases involving sexual harassment, participate in "role playing" exercises to learn what the university considers to be harassment, and watch videos that feature various scenes involving sexual harassment.

"The workshop sessions are eye opening and enlightening," says Robert Ethridge, assistant vice-president for equal opportunity. "For some people, the sessions won't change their minds, but for others, being confronted with these issues has a long-term positive benefit."

'Some Feel Remorse'

Other proponents of workshops compare them to educational sessions that people convicted of drunk driving must attend in some states. "Some people might really feel remorse, and some might just be attending because they have to," says James E. Sulton, Jr., special assistant to the president for minority affairs for the University of Wisconsin system. "They can be effective in some cases in changing minds and attitudes."

Students who are punished under campus speech codes are sometimes assigned to attend courses in psychology, sociology, and ethics to increase their understanding of prejudice and stereotypes.

At the University of Wisconsin at Stevens Point, for example, a student who stole his Japanese roommate's bank card and used it to steal \$60 was required to enroll

in an ethics or East Asian studies course. The student who stole the card told campus officials that he resented his roommate because he was Japanese and did not speak fluent English.

Many institutions have not adopted separate codes to penalize students who say and do things that offend others. But some still punish students who say or do things that others find offensive.

Last fall, for example, Harvard University punished three medical students for an episode at a Halloween party. Two white students appeared in blackface as Clarence Thomas and Anita Hill, and a black student punched one of them.

Objections to Rules

A committee of several medical-school faculty members recommended that the white students prepare a syllabus and bibliography on medicine in a multi-ethnic society "for their own education and that of their classmates." The committee also recommended that the black student be suspended, but an appeals panel instead placed him on probation for two years. It also required him to complete 20 hours of community service working with victims of violence and to attend counseling sessions.

Officials on campuses that have not instituted hate-speech policies say that students do not have to be punished to understand the effect their remarks have had on others. Those officials say their experiences prove that speech codes aren't needed.

"I have a concern about forcing students into mandatory workshops," says Sue Wasiolek, dean for student life at Duke University, which does not have a hate-speech code. "It bothers me about our society in general that the only way people think they can change behavior is to set up a rule."

Ms. Wasiolek says she often invites students whose speech offends others to talk with her informally—talks that sometimes result in apologies.

She says: "Our mission is to facilitate the exchange of differences and different opinions—not to brainwash people."

Students

Side-lines

Football will not return to the University of Arkansas at Pine Bluff next fall, even though a suspension against the team has ended.

In December 1990, the National Association of Intercollegiate Athletics barred Pine Bluff from playing football for two years, citing 41 violations of the association's eligibility rules. Upon appeal, the ban was shortened to a year.

But Arkansas-Pine Bluff officials announced last week that the university could not afford to start up football in 1992.

"The Golden Lion gridders will be on the sidelines in these pressing financial times when academic needs for our students and support of our faculty must come first," said Lawrence A. Davis, Jr., the university's chancellor.

He said he hoped external support for the team would allow it to return in 1993-94.

After weeks of negotiations, several top football conferences and the University of Notre Dame have reached an agreement with four bowl games on a plan designed to improve the odds that big-time college football will crown a single national champion each year.

Under the complicated system, the Cotton, Fiesta, Orange, and Sugar Bowls will select their participating teams from among the champions of the Atlantic Coast, Big East, Big Eight, Southeastern, and Southwest Athletic Conferences, and Notre Dame.

Sports officials at the colleges involved had concluded that a new system was needed because of increasingly vocal calls for the creation of a playoff system and because of complaints from fans and sports writers about the confusion created by the current bowl format.

In agreeing to the alliance, the Atlantic Coast and Big East rejected an offer from the Blockbuster Bowl that would have paid each league's champion \$4.3-million a year to play in that game.

For the third straight year, several dozen college football players, including some of the best in the country, have opted to relinquish their remaining eligibility for a shot at the pros.

Two of the country's best known players, Desmond Howard, the Heisman Trophy winner from the University of Michigan, and Steve Ertman, a defensive lineman from the University of Washington, were among the 34 players with college eligibility remaining who met this month's deadline for declaring their intention to enter April's NFL draft.

A rule adopted at last month's National Collegiate Athletic Association meeting lets athletes discuss their market value with professional-team executives, but does not alter a policy that strips them of their eligibility when they declare for the draft.

Athletics

'THEY CAN DO THE WORK'

Arthur Ashe, Defender of Black Athletes, Urges Colleges to Help Them Meet More-Stringent Academic Standards

By DOUGLAS LEDERMAN

Arthur Ashe considers himself a staunch defender of the black athlete and young blacks.

The former tennis star, now a writer and commentator, criticizes colleges that play big-time sports for failing to give many of their athletes a meaningful education.

He also says that by having predominantly black football and basketball teams, yet student bodies that are overwhelmingly white, those colleges are engaged in "blatant hypocrisy."

"The message is simple: You love us as athletes, but you are indifferent about us academically," he says. "You are more than willing to provide academic counselors and tutors to help several dozen athletes stay eligible, but you're not willing to take more black non-athletes who will be better prepared than the athletes, and have a better chance of graduating."

He adds: "The colleges have helped reinforce the very strong perception that one will have a very good chance in life if you pursue a career in sports. But it's just not so for most people."

That, Mr. Ashe explains, is why he has established the African-American Athletic Association, a New York City group designed to provide career counseling and a broad array of role models for black high-school athletes. The association

Continued on Page A40



Arthur Ashe: "It's time to stop making excuses and demand excellence from these kids."

Tufts's 11th-Century Priory Serves as Home Base for America's Winter-Olympics Team

By PETER MONAGHAN

However the United States Olympic team fares in the Winter Games this month in Albertville, France, it is assured, at least, of extraordinary headquarters: the priory of a 900-year-old monastery.

The priory, which is one of only two remaining buildings of the Abbaye de Talloires, a monastery built in the year 1031 by Benedictine monks, has been owned since 1979 by Tufts University, which operates it as the Tufts European Center.

Open from April through October each year, the center hosts academic conferences and a summer program for undergraduates from Tufts and other institutions.

Officials of the U.S. Olympic Committee were attracted to the center because it is just 20 miles north of Albertville and is the only American facility in the region, said Bonnie Newman, the center's director.

Also appealing, she added, was the center's setting, looking out from the shores of Lake Annecy—a scene she describes as "gorgeous blue-green water, and Alps beyond."

A Wide Variety of Services

The USOC is using the Tufts Center as its headquarters for the Winter Games, assisted by the center's staff members. Because all staff members are bilingual and experienced in organizing events in the region, they have been able to provide a wide variety of services to Olympic officials—starting with the ins and outs of hotels, banks, and other local services.

"The staff knew how to do things in the region and that has become extremely



This medieval structure, the U.S. Olympic team's headquarters during the Winter Games in France, was donated to Tufts U. by an alumnus and his wife.

valuable to the Olympic officials," she said.

The staff members get that experience in part from placing visiting students with local families. Tufts plays a significant role in the surrounding community because the center's programs bring in many visitors who contribute to the local economy.

Tufts was given the Talloires priory, which originally was the home of the head monk, or prior, of the Abbaye de Talloires, by Donald MacJannet, an alumnus, and his wife, Charlotte. Before donating the

building to Tufts, the MacJannets had begun to restore and renovate it themselves.

Before he died four years ago at the age of 96, Mr. MacJannet took an active role in the center's activities, Ms. Newman said. He also worked many years ago as an assistant to the university's president, Charlotte MacJannet, now 90, continues to be involved in the center's programs, Ms. Newman added.

The European Center's summer program offers courses in French, European culture and history, and international relations. The center also has sponsored about a dozen conferences that have brought together university presidents from around the world to discuss such topics as peace in the nuclear age, university links to South Africa, and the environment.

The attributes of the center's surroundings, Ms. Newman said, make for a quiet retreat that facilitates study and discussion. In addition, she said, the center is ideally located, given its emphasis on international programs. Geneva is about a 40-minute drive to the north.

A Colorful History

Another part of the center's mission, she said, is to try to forge links between Americans and the community around Talloires. It has sponsored a concert series and a variety of other cultural events.

The history of the priory is a colorful one. Apart from a connected abbey that now houses a hotel, Tufts's priory is all that remains of the ancient monastery that stood at the heart of a powerful Catholic region in the Middle Ages. In addition to the abbey and priory, the original monas-

Continued on Page A40

FACT FILE: 1991 Freshman Merit Scholars

This table shows the 62 colleges and universities enrolling the largest numbers of freshman Merit Scholars named in 1991.

The table shows the total number of Merit Scholarship winners and the number whose scholarships were paid for by the institution, not by the National Merit Scholarship Corporation or other corporate sponsors.

The rankings were determined by *The Chronicle* from an alphabetical listing appearing in the 1990-91 annual report of the National Merit Scholarship Corporation.

Over all, 6,562 freshman Merit Scholars were enrolled—3,720 at 248 private institutions and 2,832 at 152 public institutions.

	Number of scholars	Number sponsored by institution
1. Harvard and Radcliffe Colleges	292	0
2. Rice University	246	182
3. University of Texas at Austin	210	163
4. Stanford University	159	0
5. Texas A&M University	154	118
6. Yale University	144	0
7. Princeton University	107	0
8. Northwestern University	106	71
9. Ohio State University	102	74
10. Massachusetts Institute of Technology	100	0
11. Duke University	100	10
12. Brigham Young University	100	74
13. University of Florida	96	76
14. University of Chicago	96	72
15. Georgia Institute of Technology	90	72
16. University of California at Los Angeles	90	70
17. Carleton College	86	64
18. University of New Orleans	78	68
19. Virginia Polytechnic Institute and State University	74	61
20. University of Oklahoma	73	63
21. University of Houston	70	61
22. Michigan State University	67	52
23. Cornell University	67	0
24. Brown University	60	0
25. University of California at Berkeley	58	0
26. Johns Hopkins University	56	48
27. University of Michigan	56	0
28. University of Arizona	54	47
29. Dartmouth College	53	0
30. Harvey Mudd College	50	50
31. University of Kansas	48	40
32. Iowa State University	48	37
33. University of Kentucky	48	35
34. University of Minnesota-Twin Cities	48	33
35. Baylor University	47	36
36. University of Illinois at Urbana-Champaign	47	0
37. Washington University (Mo.)	46	31
38. University of Pennsylvania	46	0
39. University of California at San Diego	46	39
40. George Washington University	46	22
41. Vanderbilt University	45	30
42. Macalester College	44	37
43. University of Alabama at Tuscaloosa	43	30
44. University of North Carolina at Chapel Hill	42	3
45. Trinity University	41	34
46. University of Notre Dame	40	0
47. Wheaton College (Ill.)	40	31
48. University of Missouri at Columbia	38	30
49. Florida State University	38	28
50. Southern Mississippi University	37	38
51. University of Georgia	36	24
52. Case Western Reserve University	36	20
53. University of Virginia	36	10
54. College of William and Mary	36	20
55. Williams College	34	17
56. American University	33	25
57. University of Illinois	33	29
58. University of Southern California	33	25
59. Tufts University	32	20
60. University of Tennessee at Knoxville	32	7
61. University of Iowa	31	29
62. University of Maryland at College Park	31	28

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30 Institutions Under NCAA Sanctions

A symbol (■) indicates action taken since this list was last published in *The Chronicle* (October 1981).

ADELPHI U.

Violations: Improper certification of eligibility of a male basketball player; cash payments to athletes; unethical conduct by a former coach; lack of institutional control.
Penalties: No postseason play in 1989-90; limits on new scholarships; probation from July 1989 to July 1992.

ALABAMA A&M U.

Violations: Exceeding scholarship limit in men's soccer.
Penalty: No postseason play. Indefinitely.

■ AUBURN U.

Violations: Improper recruiting by coaches in men's basketball; improper loans by coaches to men's tennis players; unethical conduct by an assistant basketball coach and a former head tennis coach.
Penalties: In basketball, NCAA barred the team from postseason play in 1991-92, restricted coaches' recruiting efforts in 1992, and cut expense-paid visits in basketball to 7 from 15 in 1992, among other things; the university froze an assistant coach's salary until July 1992, reassigned him out of coaching, and declined to replace him; reprimanded two other coaches; and cut its scholarships to 12 from 15 this year. In tennis, NCAA adopted penalties imposed by Auburn and the Southeastern Conference: forced the resignation of the head tennis coach and declined to renew an assistant coach's contract; cut scholarships to four from five in 1990-91 and 1991-92, barred the team from postseason play in 1990-91, and forfeited all wins from January 1988 through May 1990. Probation from December 1991 to December 1993.

FLORIDA A&M U.

Violations: Improper benefits to women's tennis players; improper recruiting; unethical conduct by former coach.
Penalties: No postseason play in 1990-91; no new scholarships until August 1, 1992; probation from June 1990 to June 1992.

HAMPTON U.

Violations: Allowing two academically ineligible football players to compete on the team; lack of institutional control.
Penalties: Public reprimand and censure; no postseason play after the 1991 football season; forfeiture of all football victories in 1986 and 1987 seasons; probation from January 1991 to January 1993.

HOUSTON BAPTIST U.

Violations: Improper recruiting in men's gymnastics; improper benefits to athletes; unethical conduct by head coach; lack of institutional control.
Penalties: Coach suspended through 1990-91 season; university forced to forfeit records from 1987 through 1989; probation from April 1990 to April 1993.

LOUISIANA STATE U.

Violations: Improper transportation and improper financial aid awarded to two women's basketball recruits.
Penalties: NCAA adopted sanctions imposed by the university. Head coach of women's basketball and two assistants were placed on probation, and their salaries were frozen, through December 1991; basketball scholarships cut to 13 from 15 for 1991-92; paid visits cut to 9 from 18 during 1990-91.

MARSHALL U.

Violations: Improper loans and free off-campus housing given to men's basketball players; unethical conduct by former head coach; lack of institutional control.
Penalties: No preseason or postseason play

in 1990-91; scholarships cut to 14 from 15 in 1990-91, and to 13 in 1991-92; paid campus visits cut to 12 from 15 in 1990-91; probation from March 1990 to March 1992.

MEMPHIS STATE U.

Violations: Excessive pay to a football player for minimal work; unethical conduct by the former coach.
Penalties: No postseason play in 1989-90; no televised play in 1990; new scholarships cut to 21 from 25 in 1990-91; probation from August 1989 to August 1992.

MIAMI U.

Violations: Academic fraud; unethical conduct by the former men's basketball coach.
Penalties: Team forced to forfeit eight victories from 1988-89 season; probation from January 1991 to January 1993.

NORTHWESTERN STATE U. (IA.)

Violations: Cash given to men's basketball recruits by coaches; students took standardized admissions tests in place of basketball recruits; lack of institutional control.
Penalties: No postseason play in 1990-91 and 1991-92; no televised play in 1990-91; expense-paid visits for basketball recruits reduced to 8 from 15 in 1990-91 and to 12 in 1991-92; scholarships cut in 1990-91 to 13 from 15, and initial grants limited to two in 1991-92 and three in 1992-93; probation from October 1990 to October 1993.

OKLAHOMA STATE U.

Violations: Improper payments to football players; improper inducements to recruits; lack of institutional control.
Penalties: No postseason football play through 1991-92; football scholarships cut to 20 from 25 through 1991-92; probation from January 1989 to January 1993.

ROBERT MORRIS COLLEGE (PA.)

Violations: Improper financial aid in men's basketball; lack of institutional control.
Penalties: No postseason or televised play in 1990-91; loss of two scholarships; probation from June 1990 to June 1992.

SOUTHEASTERN LOUISIANA U.

Violations: Improper benefits to men's basketball players; improper recruiting; lack of institutional control.
Penalties: University suspended the 1989-90 season for financial reasons; NCAA banned scholarships in 1989-90 and cut them to 7 from 16 in 1990-91; probation from October 1989 to October 1994.

SUNY COLLEGE AT PLATTSBURGH

Violations: Improper benefits to men's ice hockey players by boosters; lack of institutional control.
Penalties: No postseason play in 1990-91; forfeiture of championship records; probation from April 1990 to April 1992.

■ TEXAS A&M U.

Violations: Improper involvement by a "street agent" in recruiting men's basketball players; improper benefits to basketball recruits; unethical conduct by a former head coach and a former assistant.
Penalties: No postseason play in 1991-92; new basketball scholarships limited to two in 1992-93; paid campus visits cut to 8 from 15; probation from November 1991 to November 1993.

U. OF THE DISTRICT OF COLUMBIA

Violations: Allowed academically ineligible athletes to compete; excessive and improper financial aid; lack of institutional control.

Penalties: University suspended football for 1990 and 1991 seasons, and women's basketball for part of the 1989-90 season and the entire 1990-91 season; university fired several coaches; NCAA required UDC to forfeit all contests in which ineligible athletes competed and to vacate the records of those athletes; probation from October 1991 to October 1994.

U. OF FLORIDA

Violations: Improper benefits to a men's basketball player and unethical conduct by the former head basketball coach; improper benefits to a football player; improper salary supplements given to assistant football coaches, and unethical conduct by former head football coach.
Penalties: No postseason play in football in 1990-91; basketball scholarships cut to 13 from 15 in 1991-92, and to 14 in 1992-93; probation for both teams from October 1990 to October 1992.

U. OF ILLINOIS AT URBANA-CHAMPAIGN

Violations: Improper benefits to men's basketball players; improper recruiting; lack of institutional control.
Penalties: No postseason basketball play in 1990-91; no expense-paid campus visits for basketball recruits and no off-campus recruiting by coaches in the 1991 calendar year, and only two coaches allowed to recruit off the campus in 1992; initial basketball scholarships limited to two in 1991-92 and 1992-93; probation from November 1990 to November 1993.

U. OF KENTUCKY

Violations: Cash sent to a men's basketball recruit; cheating on a standardized test; competition in postseason play with an ineligible athlete; unethical conduct.
Penalties: No postseason play in 1989-90 and 1990-91 seasons; no televised play in 1989-90; new scholarships limited to three through 1990-91; the player to whom money was sent was barred from playing for Kentucky; the player who cheated was barred from NCAA competition; probation from May 1989 to May 1992.

U. OF LOWELL

Violations: Improper benefits given to men's ice hockey players by a booster; unethical conduct by former hockey coach; lack of institutional control.
Penalties: No postseason play in 1991-92; probation from April 1991 to April 1993.

U. OF MARYLAND AT COLLEGE PARK

Violations: Improper benefits to recruits; sales of complimentary tickets to players; unethical conduct by former coaches and staff members; lack of institutional control.
Penalties: No postseason play in 1991-92; no televised play in 1990-91; loss of two scholarships through 1991-92; probation from August 1990 through August 1993.

U. OF MICHIGAN

Violations: Improper benefits and financial aid to baseball players, including about \$82,000 in profits from the sale of football programs and pay for work not done; unethical conduct by a former baseball coach; lack of institutional control.
Penalties: The university forfeited all recruiting in 1989-90, eliminated its coaching position and awarded new baseball scholarships to 20 in 1990-91, 20 in 1991-92, and 13 in 1992-93; baseball and basketball forfeited 1989-90 season and televised play through 1991-92; NCAA deleted Michigan's records from the 1984-85 national tournament and ordered the university to return \$2,250 in

revenue from those tournaments; probation from April 1991 to April 1993.

U. OF MINNESOTA-TWIN CITIES

Violations: Improper benefits to football players; improper recruiting in men's basketball; improper instruction to ineligible wrestlers.
Penalties: Football team barred from postseason play in 1991-92; basketball team limited to 14 scholarships, rather than the usual 15, in 1991-92; probation from April 1991 to April 1993.

U. OF MISSOURI AT COLUMBIA

Violations: Improper financial aid to a male basketball player who was ineligible under Proposition 48; improper recruiting; unethical conduct by an assistant coach who, along with another assistant cleared in July 1991 of unethical conduct, resigned effective March 1991; lack of institutional control.
Penalties: No postseason play in 1990-91; no expense-paid campus visits for recruits in the 1991 calendar year; only one coach allowed to recruit off the campus in 1991; initial basketball scholarships cut to one in 1991-92 and two in 1992-93; probation from November 1990 to November 1992.

U. OF NEVADA AT LAS VEGAS

Violations: Recruiting violations in men's basketball found by the NCAA in 1977.
Penalty: No postseason or televised competition in the 1991-92 academic year.

U. OF THE PACIFIC

Violations: Airline tickets and other improper benefits provided to men's basketball players.
Penalties: Loss of one basketball scholarship in 1991-92 and 1992-93 seasons; probation from April 1991 to April 1993.

U. OF TENNESSEE

Violations: Improper recruiting in football; unethical conduct by a former assistant football coach.
Penalties: University fired assistant coach and declined to replace him (leaving the institution with eight assistants instead of the usual nine), and limited itself to 85 scholarships in 1992-93 and 1993-94, instead of 95; NCAA placed Tennessee on probation from October 1991 to October 1994.

■ U. OF TEXAS-EL PASO

Violations: Improper benefits given to men's basketball players by coaches; improper recruiting by coaches and boosters; coached a recruit for a high school athletic entry examination; lack of institutional control.
Penalties: New scholarships limited to two in 1992-93 and 1993-94; paid campus visits for recruits limited to 8 instead of the usual 15 in 1992; probation from November 1991 to November 1994.

UPSALA COLLEGE

Violations: Cash payments and improper loans made to men's basketball players; improper financial aid; improper recruiting; lack of institutional control.
Penalties: No postseason basketball play in the 1990-91, 1991-92, and 1992-93 seasons; basketball scholarships limited to 22 from 26 in the 1990-91 season; alumni barred from recruiting through 1991-92; probation from August 1991 to August 1993.

ATHLETICS NOTES

- Missouri students charged with felonies barred from activities
- Official resigns over handling of rape charge against athlete

The University of Missouri's Board of Curators has voted to bar from extracurricular activities any student charged with a felony. The vote came one day after a federal judge ordered the university's Columbia campus to reinstate a basketball player who had been convicted of a misdemeanor charge.

Members of the board said the policy, which applies to all University of Missouri campuses, was not at all people who publicly represent the university.

"I think we have a right to make demands of people who are representing our name around," said Andy Cozad, the board member who proposed the policy.

The rule requires the immediate suspension from any extracurricular activity, including intercollegiate sports, of a student charged with a felony.

A suspension would remain in effect until the charges were resolved. If the charges were dropped or the student were found guilty, the suspension would be lifted. If the student were found guilty of the felony or pleaded guilty to a misdemeanor as part of a bargain of the felony charge, the suspension would become permanent. The policy was criticized by the local chapter of the American Civil Liberties Union, which said it obtained no punishment imposed where guilt is determined.

Several of the curators are lawyers, and the board cleared the proposal with the institution's legal counsel, a university spokesman said. "They feel like they're on solid ground," said Morris Manning, manager of media relations for the Missouri system.

The university's Columbia campus, meanwhile, was ordered by a federal judge to reinstate Jamal Coleman, a basketball player who had been suspended after being convicted last year on a misdemeanor theft charge. The judge ordered the university's disciplinary proceedings a "dummed outrage."

Mr. Coleman had complained that two women who pleaded guilty to felony charges in the same bank-fraud scheme had been barred only on disciplinary probation by the university's conduct committee.

—DOUGLAS LEDERMAN

A vice-president of the University of South Florida has resigned after the release of a report that criticized him and other university officials for handling a 1989 rape charge against an athlete.

Don Walbolt, South Florida's vice-president for student affairs since 1978, said in a letter to the university's president, Francis T. McManus, that the report had eroded "an erosion of confidence" in his ability to perform his job.

Mr. Walbolt, who will continue to receive his salary until June, will leave his part-time teaching position at South Florida, a university spokesman said.

The report by a special panel of staff members from the state-system office found that South Florida officials had given special treatment to a former basketball player, Murvin Taylor, who was accused of assaulting a female student.

Mr. Walbolt, the report said, lifted a brief suspension against Mr. Taylor, saying the woman had retracted her accusations. But Mr. Walbolt later acknowledged the woman had not recanted, according to the report.

Florida's Board of Regents was expected to consider the panel's report—which called for "significant structural, procedural, and personnel changes" at South Florida—at its regularly scheduled meeting last week.

Meanwhile, a committee studying the feasibility of establishing an intercollegiate football team at South Florida recommended last week that the university move forward with its proposals.

DuBose Ausley, a member of the board, said that although the Re-

gents would consider the matters separately, the recent revelations about the university's handling of the rape charge might affect the prospects for football.

"We'll be even more cautious when looking into the possibility of introducing football," he said.

—DEBRA L. BLUM

Briefly Noted

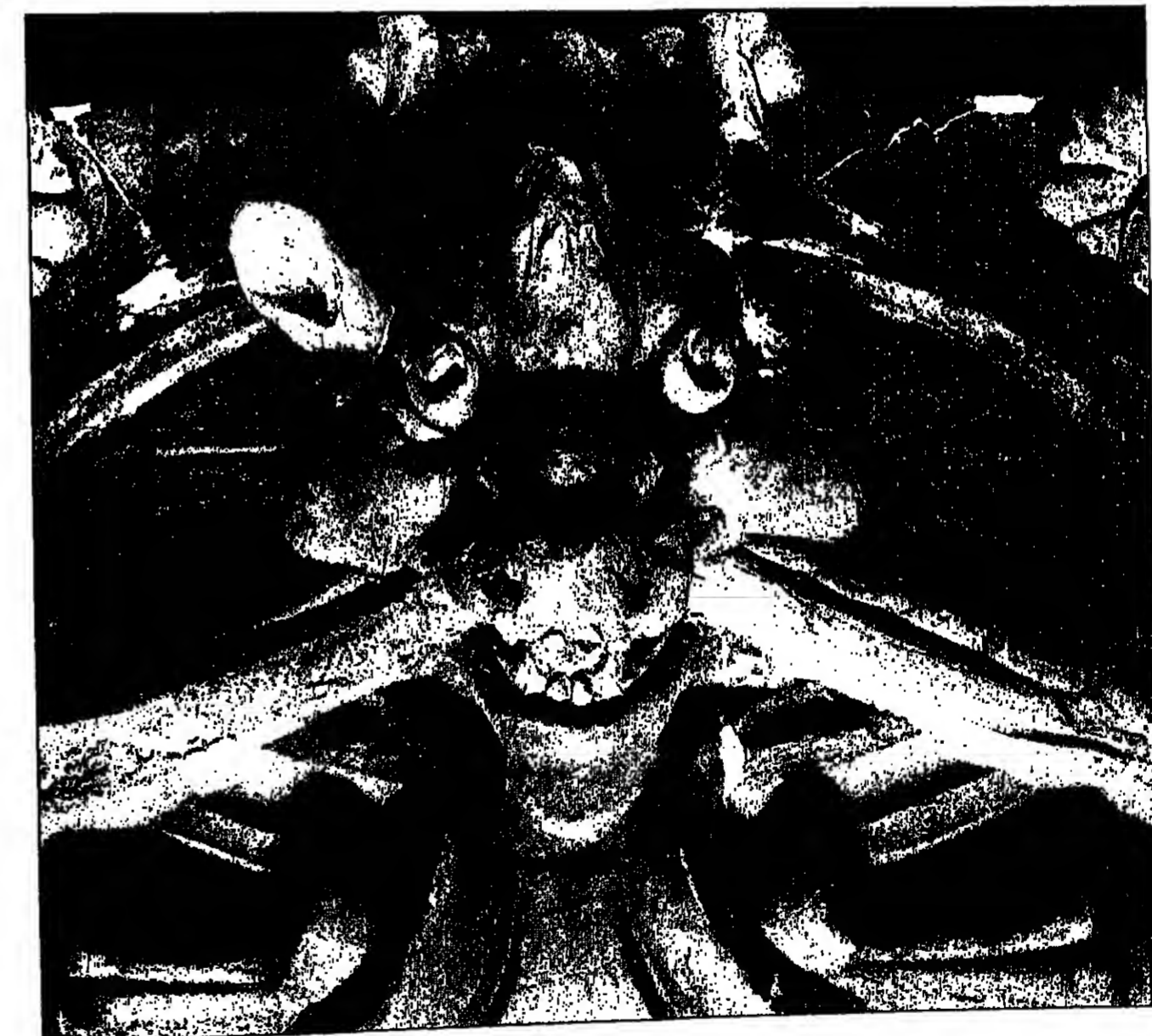
■ Dexter Cambridge, a basketball player at the University of Texas at Austin, formally regained his eligibility when he mailed a \$4,600 check to a booster at Lone Morris College, repaying most of a gift that had led the NCAA to declare him ineligible.

■ The leading scorer for the men's basketball team at the Uni-

versity of Nevada-Las Vegas, J. R. Rider, regained his eligibility after three days—and without missing a game—after the review of a possible infraction stemming from his arrest last month. Mr. Rider repaid the \$200 bail put up on his behalf by a university academic adviser after the athlete was arrested in an altercation with a Las Vegas police officer.

■ A senior forward on the University of South Carolina's men's basketball team, who was hospitalized last month after a fainting spell during a game, will sit out the remainder of the season. Medical tests showed that the athlete, Joe Rhett, who has worn a pacemaker for two years, has a heart condition that predisposes him to collapse during intense exercise.

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Ashe Calls on Colleges to Help Black Athletes Meet Higher Standards

Continued From Page A37

will also warn athletes that they must prepare academically as well as athletically, since just 10 percent of high-school athletes play varsity sports in college and a tiny fraction of those go on to play professionally.

'Unshakable Faith'

His views have made Mr. Ashe one of the few black leaders who have endorsed the National Collegiate Athletic Association's campaign to raise academic standards, including standardized-test requirements, for freshman athletes.

Athletes will do what they have to, he says, to continue playing sports. If the standards are low, he says, they'll aim low. If they're high, the athletes will do better.

"It's time to stop making excuses and demand excellence from these kids," he says. "I have unshakable faith that they can do the work."

Although Mr. Ashe insists that he's looking out for the black athlete, many black educators and

sports officials aren't so sure. Some, like Edward T. Fort, chancellor at North Carolina A&T State University, believe Mr. Ashe has done blacks a disservice by backing AA rules that depend heavily on standardized tests, which they say are culturally biased.

Others believe Mr. Ashe ignores evidence that inner-city children do not have the educational background to succeed on such tests.

"He's thinking idealistically," says Reginald Wilson, senior scholar at the American Council on Education. "These kids have never had the instruction to pass the test. The junior high schools, the high schools, and the colleges are equally culpable in passing these kids along. We are penalizing them for not being able to do that which they have never been rewarded for."

Other black officials say Mr. Ashe is ill equipped to comment on the plight of economically deprived blacks.

"He's well meaning, but he's inexperienced at what we're talking

about," says John Chaney, men's basketball coach at Temple University and a frequent critic of Proposition 48, the NCAA's academic standards for freshmen.

"When the NCAA seeks black input, it listens to Arthur Ashe and Harry Edwards," a sociologist at the University of California at Berkeley, says Mr. Chaney. "They do not represent the populace of blacks in this country. These people have divorced themselves from the underclass."

Mr. Ashe, who emerged as a spokesman for the black athlete after publishing a three-volume book entitled *A Hard Road to Glory* in

1988, has his defenders in the black community. For instance, Herman G. Green, director of Clemson University's Center for the Study of the Black Experience in Higher Education, agrees with many of Mr. Ashe's views and calls him a "student of the problem" who has "legitimate insights."

"These kids have never had the instruction to pass the test. . . . We are penalizing them for not being able to do that which they have never been rewarded for."

switch," he says. "But it doesn't start for another three years, and we're putting ninth and tenth graders on notice now: 'Look, this is what you've got to do if you want to play in Division I in 1996.'"

To Mr. Ashe, the greatest concern should lie not with the 10 percent of high-school athletes who actually go on to play varsity sports in college, but the 90 percent who do not.

'I Stick Out Like a Sore Thumb'

But Mr. Ashe says he does not mind his lonely position—"I know I stick out like a sore thumb," he says—and while stung by some of the criticism, he doesn't shy away from his critics.

He agrees with Mr. Fort and others who argue that standardized tests discriminate against blacks. "But at the level of 700"—the minimum Scholastic Aptitude Test score an athlete must reach to be eligible to participate as a freshman—"cultural bias has got nothing to do with it," Mr. Ashe says. "You can either read and write fairly well, or you cannot."

At its annual meeting last month, the NCAA voted to require freshmen to achieve a 2.5 grade-point average in 13 high-school core courses by 1995, instead of the 2.0 in 11 courses now required by Proposition 48.

Debate Over Proposition 48

Many black educators, citing projections that the new standards—had they been imposed on the entering classes of 1984 and 1985—would have affected a much greater proportion of entering blacks than whites, complain that the standards would prevent hundreds of black athletes from winning athletic scholarships and having the opportunity to play big-time college sports.

"Even though the NCAA is trying to do the right thing, it is wrong to establish an arbitrary number when we have significant indications that those numbers are not a sure guide of success," says the ACE's Mr. Wilson.

Black-college officials made the same argument when Proposition 48 was approved in 1983. But the association's research, Mr. Ashe notes, showed that after an initial drop in the percentage of blacks in Division I football and basketball following the proposition's imple-

mentation, the proportion of blacks actually rose, suggesting that colleges either enrolled better prepared black athletes or the athletes rose to meet the challenge.

While Mr. Fort and other critics say the lessons of Proposition 48 cannot necessarily be applied to the new standards, Mr. Ashe is satisfied.

"The naysayers all said this is going to cut out generations of black kids," says Mr. Ashe. "But from the evidence of Prop 48, the people who think like I do are not looking too bad right now."

"Yes, some black kids are going to be hurt when they make the

switch," he says. "But it doesn't start for another three years, and we're putting ninth and tenth graders on notice now: 'Look, this is what you've got to do if you want to play in Division I in 1996.'"

To Mr. Ashe, the greatest concern should lie not with the 10 percent of high-school athletes who actually go on to play varsity sports in college, but the 90 percent who do not.

A Network of Mentors

"The rules that the NCAA makes for the lucky few also motivate the 90 percent who don't make it," Mr. Ashe says. "They put aside everything else for a shot at the Final Four or the Rose Bowl. But what does society do with a ninth-grader, black or white, who knows that he only has to have a 2.0 and a deadly jump shot to get to college, and then finds out four years later that he isn't going to play college sports?"

Those are the athletes that Mr. Ashe is most interested in reaching through the new organization. The group, which is directed by Dick Barnett, a former professional basketball star who earned a Ph.D. in education from Fordham University last year, hopes to offer a network of counselors and mentors for black athletes in New York City high schools and junior highs.

The program, to be financed by

Tufts's 11th-Century Priory Is Home for U.S. Team During the Olympics

Continued From Page A37

tory included an almshouse and a hospital, all surrounded by a high wall.

The monastery's original Benedictine inhabitants were powerful, wealthy monks, whose influence waned, according to members of the center's staff who have read about its history, because of drunkenness and debauchery.

Sacked During Revolution

The property gradually fell into ruin, and in 1528 a fire destroyed parts of the monastery. After the Reformation, the Benedictine community dwindled, until only seven monks remained by the time of the French Revolution. In 1792 revolu-

tionary forces sacked the abbey, burning the monastery's library and 800 years of records about Benedictine life.

The priory was left abandoned for much of its subsequent history, until 1958 when the MacLennans bought it.

This month, before the Games began, Olympic officials finished their preparations for the U.S. team.

In the same rooms where Benedictine novitiates learned the ways of their order for hundreds of years, the 189 athletes on the U.S. team were introduced to the rules and rituals of Olympic competition and given their U.S. team uniforms before leaving for Albertville.

Athletics

Dispatch Cases

A strike by workers at Spain's largest university turned violent last week when police were called in after strikers barricaded and shut down all libraries on the campus.

The 1,800 non-academic workers at Madrid's Complutense University began a strike for higher wages and better working conditions on January 29.

The strikers have been blamed by university officials for several acts of sabotage, including frequent electrical blackouts since the walkout began. The blackouts led to cancellation of all evening classes at the university. Some gates to the campus were barricaded, although students were not prevented from entering.

The university's rector, Gustavo Villapalos, said saboteurs had caused electrical damage to the institution's computers, which resulted in the loss of large amounts of research stored on them.

The rector said he had called in the police when it appeared the strikers were stepping up their activities. About two dozen strikers were arrested for obstructing access to the campus. One student was injured when he was caught in a scuffle between strikers and the police.

Britain's Prince Charles has announced plans to establish his own architecture institute.

A frequent critic of many modern buildings in his and other countries, the Prince said the institute would teach the "timeless values."

Sponsored by anonymous donors, the institute will open in London in the fall and offer a year-long course in the foundations of architecture. The course will be offered as an added elective to students who are enrolled full-time in colleges of engineering and architecture.

A new village in Pakistan is to be named Cornell, in honor of the American university.

Pakistani alumni of the university wanted to do something in their country to honor their alma mater. Mohammad Afzal, a former Minister of Education and university rector in Pakistan who earned his Ph.D. in public administration at Cornell in 1962, proposed naming one of the new villages being built outside Islamabad, the capital, for the university. The idea won the approval of government officials, including Waqar Malik, the country's director of agricultural extension services who also is responsible for the planning of new villages. He earned a doctorate in agriculture at Cornell.

Mohammad Idrees, a native of Pakistan who is an administrator at Cornell, was on vacation in his homeland last month and attended the ceremony at which the new village's name was officially adopted.

About 50 students from Pakistan are enrolled at Cornell this year.

International

East Europe Offers 'Astounding' Access to Official Papers

Continued From Page A1

the window of opportunity created by the region's revolutionary changes is now not open quite as wide as it was even a few months ago. Still, for scholars who have spent much of their professional lives with hardly any access at all to such documents, the contrast with the past is striking.

Many historians in Eastern Europe say that the biggest challenge they face now is the lack of organization and order in some archives of the former Communist authorities. A serious concern is the poor condition of facilities where historical documents have been stored. Scholars in Czechoslovakia lament that some archives are rotting in damp piles in such unlikely places as monasteries and state farms.

Forced to Become a Manual Laborer

The sometimes chaotic relaxation of controls following the end of Communism in the region has meant that researchers in some cases have been allowed to see many documents relating to the relatively recent past. In other cases, however, historians complain that they cannot get access to documents from the past 30 years—a standard restriction in many Western countries, including the United States.

Mr. Seifter was expelled from his post as a history professor at Charles University in Prague during Czechoslovakia's post-1968 purges. Like many other independent-minded intellectuals, he subsequently was forced to become a manual laborer—in his case a window washer. Now he and other historians across the region are busy digging into the massive archives of the old regimes and the Communist Parties that ran them, searching for answers to lingering questions about the workings of the former power structures. Among the issues and questions they hope the documents will help them elucidate:

■ How the former Communist authorities exercised their overwhelming control over society and the state. "We want to be able to say exactly how society was manipulated," says Vilem Prečan, director of the Institute of Contemporary History in Prague. "How, for example, was Czechoslovakia different from Poland in the 1970's and 80's?"

■ What led the Polish head of state, Gen. Wojciech Jaruzelski, to declare martial law on December 13, 1981. "Was a Soviet invasion imminent or not?" asks Andrzej Paczkowski, a professor at the Institute of Political Science at the Polish Academy of Sciences. "Up to now our access to the documents has been too small to allow us to answer the question."

■ The details of Hungary's political trials of the 1950's, and the reasons for the mysterious disappearance in Budapest at the end of World War II—almost certainly



Pavel Seifter of the Institute of International Relations in Czechoslovakia: "The situation was never this good before, and probably never will be so good again."

at the hands of the Soviet occupation forces—of Raoul Wallenberg, the Swedish businessman and diplomat who had helped save thousands of Jews from the Nazis.

■ The workings of the Moscow-based Communist International, or Comintern, and how it influenced or controlled Communist movements outside the Soviet Union. Mito Iussov, director of the Institute

opened to their organizations and to their leaders."

Historians all across the region say they are eagerly awaiting the promised opening in Russia of the archives of the former Soviet Union to help them answer questions about Soviet influence on and interference in the politics of their own countries.

Remembering 'Prague Spring'

One Czechoslovak historian, Vojtěch Mencl, was removed from his job as rector of the Military-Political Academy in Prague after the Soviet invasion of Czechoslovakia in 1968. Today he heads a commission made up of a dozen historians appointed by the government to conduct an official scholarly investigation of that invasion.

Mr. Mencl has two pictures of Alexander Dubček on the wall of his small office, revealing his sympathy for the Communist leader of the "Prague Spring," a season of democracy that was crushed by the arrival of the Soviet tanks. He says that at the government's orders, his team of scholars has been able to examine every archive and file that it has sought. The sources for the documents include government ministries, the army, and the Communist Party.

Mr. Mencl says that in December, the

Continued on Following Page



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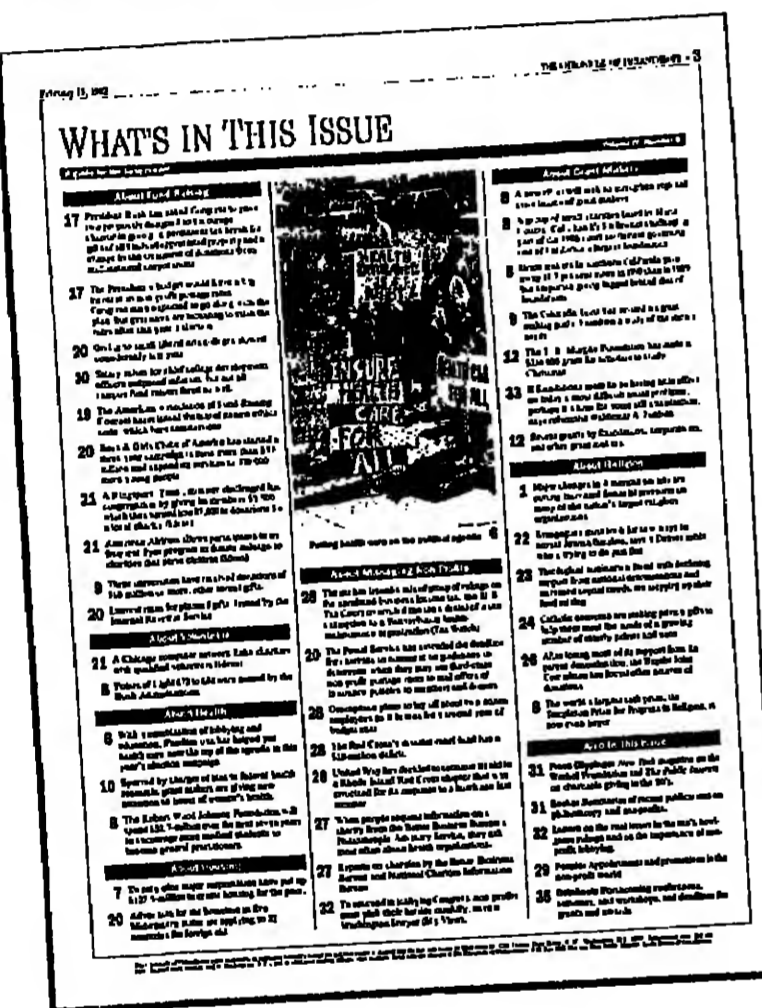
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Eager Historians Explore Archives of Eastern Europe

Continued From Preceding Page
Russian ambassador to Czechoslovakia handed over to the commission about 80 key documents, most of them coded diplomatic messages. Those new sources allowed the panel to determine that pressure for the Warsaw Pact invasion came even more from the East German leader Walter Ulbricht and the Bulgarian leader Todor Zhivkov than from the Soviet leader Leonid Brezhnev.

Mr. Mencl says newspaper accounts from the period had hinted as much. Nonetheless, "we were surprised, but the documents prove it."

Boon to Research Today

Historians say that while the concentration of all power in the hands of the party made the work of scholars very difficult during the Communist period, it is ironically a boon to research today.

Mr. Paczkowski, the Polish scholar, contrasts the situation in his country to that in a Western nation. "In France, access to the archives of General de Gaulle, the Communist Party, and other parties that were members of governments, depends on the good will of each of those organizations," he says. "Here, the ruling party's archives have been nationalized."

In the past two years, after the Polish Communists saw power slip from their hands, historians were able to get into many top archives to examine recent documents. But, says Mr. Paczkowski, in the chaos of that quick-changing period, "access depended a lot on which archivist you knew."

That period, however, is ending, say Polish researchers, who now face new problems. The state, which has taken over control of the Communist Party's archives, has begun to apply strictly the rule that no documents younger than 30 years can be released without special permission. That permission can be granted only by the Polish Ministry of National Education or the Social Democratic Party, a successor to the Communists, and is "almost impossible to get," says Mr. Paczkowski.

A specialist on the Stalinist era, Mr. Paczkowski complains of special problems in consulting the records of the former secret police. "It's a sort of Soviet system," he says. "I tell them the subject that interests me, and they give me some documents. But there is no central catalog to see what they have."

Pages Torn Out of Volumes

Interviews with researchers across the region turned up few complaints of missing documents. But Mr. Paczkowski says he has found many pages torn out of the large volumes documenting meetings of the Polish Community Party's politburo in the months leading up to the declaration of martial law.

Mr. Paczkowski says he suspects that some of those on the 15-member politburo who do not want to be identified as having support-



Vojtěch Mencl, a Czechoslovak historian: His team of scholars has been able to examine every archive and file that it has sought.

ed the move are responsible for that crude act of censorship.

In Czechoslovakia and quite recently in Hungary, the records of the Communist Parties also have been handed over to the state archives. In both countries, historians say, it is still not too difficult to get to examine documents that are not 30 years old.

In Hungary, researchers must apply to a special commission of

"We want to be able to say exactly how society was manipulated. How was Czechoslovakia different from Poland in the 1970's and 80's?"

the Academy of Sciences. In Czechoslovakia, where no such commission has been formed, access often depends on the decision of the archivist. But in both countries, historians know that easy access will not last. "The screws are gradually being tightened," says Mr. Seifter, the Prague scholar.

In Bulgaria, the successors to the Communists have retained control over the party's archives. According to Mr. Iusov of the History Institute, the successor party—the Social Democrats—allows access to historians, but documents from the 1970's and 80's

Anti-Apartheid Groups Hope to Map Future of Education in South Africa

By LINDA VERGNANI

CAPE TOWN
The African National Congress and other major anti-apartheid organizations in South Africa plan to convene a national summit on education next month at which they hope to reach agreement on how to map the future of education in the country.

Organizers of the meeting also expect it to yield plans for guiding education during the transition to a post-apartheid society.

The conference is being organized by the African National Congress, the militant left-wing Azanian Peoples Organization, and the Congress of South African Trade Unions. Representatives of a wide range of political and labor organizations as well as university, teacher and student groups are expected to take part in the summit, the details of which are to be announced this week.

The meeting was proposed by the "education delegation" that met with senior government officials over several weeks last year to resolve critical problems in education. The education delegation included university vice-chancellors as well as representatives of political groups. The group ended its round of meetings with the government without having achieved its goal of setting up a "representative forum" to discuss the reconstruction of education.

Culture of Learning

John Samuel, head of the ANC education department, said next month's conference would "work as a framework so that when we go into interim government there will be broad agreement on what to do in education." The ANC as



Education Minister Sam de Beer: The dismantling of the system must wait for an interim government.

well as the ruling National Party have said that an interim government could be in place by July.

Mr. Samuel said the other aim of the meeting was to explore ways to foster a "culture of learning," particularly among schoolchildren. "You can't leave that to government," he said. "You don't restore a culture of learning by decree."

The crisis in the schools here has become acute in recent weeks, with many black children being turned away because of a shortage of classrooms. Some young blacks have reacted violently and, in some cases, taken over their schools.

Universities also have had to reject thousands of applicants for lack of funds. Cuts in state sub-



John Samuel of the ANC: The existing government can begin to help improve blacks' education.

sidies for several years running have forced the universities to try to recoup more of their costs from tuition fees, and the institutions do not have enough money to support all those who qualify but do not have funds to enroll.

Desegregation Delayed

Many educators here expected President F. W. de Klerk to announce an end to the country's segregated education departments when he opened Parliament last month, but he did not.

At a press briefing, Sam de Beer, South Africa's Minister of Education and Training, the office responsible for the education of blacks, said he believed the dis-

mantling of the segregated education system and the negotiation of a new education policy would have to wait for an interim government.

"I think it would be impractical now to start with a major breaking-down exercise when we hope within the next few months, with an interim government being established, these issues will come on the table," he said.

Mr. de Beer acknowledged that the present government could go ahead and change the education system, but, he said, "all the people we would like to be involved in this process are not in Parliament. We would like to get all parties with a vested interest involved in this process."

Said Mr. Samuel of the ANC: "Obviously the sooner an interim government is in operation, the sooner some of the critical issues in education can be addressed. But it certainly is within the capacity of the existing government within its current budget to begin allocating resources on the basis of need" to help improve education for blacks.

Mr. Samuel said he still believed there could be a role for a forum

with the current government to negotiate educational change between now and the time an interim government takes over.

Among issues he said the ANC wanted to raise with the government were the financing of universities—particularly the historically black institutions—financial support for black students, and the full use of teacher-training colleges. While such colleges for blacks are overcrowded and ill equipped, many teacher-training colleges designated for whites are not in use because the demand for white teachers dropped along with the number of white schoolchildren.

"We Cannot Wait"

In an interview with *The Chronicle*, Mr. de Beer said that even though South Africa was in the process of drafting a new constitution, "we cannot sit back and wait for things to happen in the constitutional field" before working to improve education for blacks.

"For that reason I'm going to pursue the ideals of improving education and building up the infrastructure. I'm willing—I am quite determined—to communicate with all who have a vested interest in black education," he said.

Mr. de Beer said he was willing to discuss education issues with the ANC daily, and was in frequent contact with the organization.

Asked about the poor success rate of blacks on the school-leaving final examinations—passing is a requirement for university admission—Mr. de Beer said his department was committed to seeing students get better results.

But, he said, "good results are not simply brought about by more spending and more facilities." There are other factors, he said, "like community involvement, like commitment of teachers, like establishing a culture of learning."

Next month's education conference may meet some of those requirements. Ahmed Essop, organizer of the conference, said its goals included the development of a declaration of broad principles and values that should underpin a future education system, and the drafting of a code of student conduct that would encourage learning and respect for it.

Israeli Universities Seek to Prevent Illegal Use of Software

By HERBERT M. WATZMAN

JERUSALEM
An out-of-court settlement with a software company over piracy charges has forced three Israeli universities to redouble their efforts to prevent the illegal use of programs on their campuses.

The company, Micro-Macro of Tel Aviv, produces a Hebrew word-processing program that is used on Apple computers. The company claims to have discovered illegal copies of its software on computers at the Technion in Haifa, at Tel Aviv University, and at the Hebrew University of Jerusalem. Micro-Macro also has sued some students and faculty members who, it claims, also made illegal use of its program.

Under the terms of the settlement, Micro-Macro received court orders allowing it to enter the three campuses and confiscate illegal copies of its program. The universities have obligated themselves to the steps against software copying, including periodic examinations of their computers and the elimination of illegal software found in them.

Software copying is rampant in Israel, and not only at its universities. For a long time it was not only socially but hardly tolerated by the authorities.

Attitudes began to change about two years ago, when a revision in Israeli copyright law encouraged local and foreign software companies to begin to take action against violators.

Among the first to fight the practice was Microsoft, which in addition to suing a number of computer dealers last year also confronted the Technion, Tel Aviv University, and Ben-Gurion University in Israel's southern city of Be'er Sheva. It charged them with using illegal copies of DOS, the company's disk-operating system.

"Even though we had a solid case, the instructions from Microsoft in America were not to sue but to reach an accommodation with the universities," said Ron Gazit, a lawyer who represents Microsoft in Israel. He said the violations generally involved students.

'An Aggressive Policy'

All Israeli universities have posted signs in computer rooms warning users against copying software and have told faculty members not to break the law. Some, like the Hebrew University, have even hired someone to make sure that no illegal software is used.

"We can't keep students from bringing in diskettes with illegal software from home," said Avner

Gagin, the Hebrew University's information-security officer. "But the university itself only uses software it has purchased, and we are pursuing an aggressive policy to fight the use of copied programs."

Mr. Gagin said that one of his major responsibilities was to check the hard disks on all university PCs every few days to make sure that nothing but university-owned software is on them.

While local software manufacturers and dealers agree that the use of illegal software in Israel is declining, companies still do their best to safeguard their products from copying. For instance, a forthcoming Hebrew-English version of the popular WordPerfect word-processing program will contain a built-in defense system. The WordPerfect Corporation insisted on such protection even though its Israeli representatives argued against it.

Naomi Miro, a manager at Micro-Macro, estimated that 70 percent of the copies of her company's word-processing program now in use at the three Israeli universities that it sued are illegal. She said they had been copied from versions of the program whose defense system had been cracked by students.

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Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

SAYING THAT HE "is the person who has impacted the Stanford University community most in the preceding year," *The Stanford Review*, an independent student publication at the university, named **Paul Biddle** its Man of the Year for 1991.

Mr. Biddle is the auditor at the U.S. Office of Naval Research who helped spark the probe into overhead costs that Stanford and other universities had charged to the federal government.

In the editorial explaining their choice, the *Review's* editors noted: "This intrepid Navy auditor uncovered a mind-boggling pattern of waste and abuse. . . . His legacy will live with the University for many years and we suspect that it will make Stanford a better place in the long run."

In a related move, **Glen C. Mueller**, director of auditing at Cornell University, has taken over as director of internal audit at Stanford.

The press release announcing the appointment noted that, in his years at Cornell, Mr. Mueller had "developed a program to provide audit support to the Defense Contract Audit Agency."

As for Mr. Mueller, he said he looked forward to the Stanford job as "the key leadership challenge" in higher-education auditing.

Also at Stanford, the university's provost, **James N. Russo**, is leaving April 15 to become president and chief executive officer of Freedom Newspapers Inc.

The company, based in Irvine, Cal., publishes *The Orange County Register*, six more daily papers in California, and more than a dozen other dailies around the country.

In an emergency meeting, the Board of Regents of the University of Houston granted **Marguerite Ross Barnett**, president of the university, a medical leave "for six months or until her medical treatments have been successfully completed, whichever comes first," according to a statement.

Ms. Barnett had earlier curtailed her activities because of illness (Name Dropping, February 5).

During the course of the leave, Ms. Barnett will continue to receive her salary (\$155,041 for this academic year) and will remain in her official residence. At the end of the leave period, the board will reassess the situation. State law would prevent the granting of a second leave to Ms. Barnett.

James H. Pickering, the university's senior vice-president for academic affairs, will serve as acting president during Ms. Barnett's absence.

Peter Greer, the dean of education at Boston University who has also been serving as acting superintendent of public schools in Chelsea, Mass. (Name Dropping, July 31, 1991) has resigned both positions, effective July 1.

Mr. Greer will become principal of the Montclair Kimberley Academy, the largest independent day school in New Jersey.

In announcing his resignation, Mr. Greer said that the agreement—now in its third year—by which Boston University manages the schools in Chelsea, "is strong and secure." He predicted that the new superintendent—yet to be named—"will be able to continue the remarkable progress we have made and to share the results with other school systems."



Christine A. Valuckas
Cecil Community College



Betty J. Paulanka
U. of Delaware



Irma Almrall-Padamee
Ithaca College



Marilyn Chapin Massey
Pitzer College



Ellen L. Meyer
Atlanta College of Art

- **New college and university chief executives:** Atlanta College of Art, Ellen L. Meyer; Immaculata College, Sister Marie R. Bonfini; Pitzer College, Marilyn Chapin Massey.
- **Other new chief executive:** Alabama Association for Counseling and Development, Ervin L. Wood.

Appointments, Resignations

Irma Almrall-Padamee, assistant director of the Learning Skills Center at Cornell U., to director of minority affairs at Ithaca College.

Frank Baskin, dean of the school of social work and human services at Southern Connecticut State U., to dean of the school of social work at Virginia Commonwealth U.

Sister Marie R. Bonfini, director of institutional research and planning at Immaculata College, to president, effective July 1.

Marvin J. Blockner, assistant university dean for diversity studies at Long Island U., to executive director of the Manhattan Center of Adelphi U.

Paul Gough, assistant professor of political science at Northern State U. (S.D.), to assistant director for academic affairs at South Dakota Board of Regents.

Peter R. Greer, dean of the school of education at Boston U., to principal of Montclair Kimberley Academy (Montclair, N.J.), effective July 1.

John R. Heuser, vice-president for finance and administration at Union College, to vice-president for finance and business affairs at Millikin U.

Bert Hombeck, professor of English at U. of Michigan, to professor of humanities at Belknap College.

Harold P. Jones, chief of the science-policy and analysis branch in the Office of Policy and External Affairs at National Institute on Drug Abuse, to dean of the school of allied health sciences at East Carolina U.

Pam Lennox, former director of cooperative education at California State U.-Stanislaus, to director of the Center for Professional Experience and Placement at the C. W. Post campus of Long Island U.

Peter Lorenz, associate professor of management at Marquette U., to dean of the college of business administration at U. of Central Arkansas.

James N. Loughran, former president of Loyola Marymount U., to acting president of Brooklyn College of City U. of New York.

Marilyn Chapin Massey, vice-president for academic affairs at Marymount Manhattan College, to president of Pitzer College, effective in June.

William R. Meredith, manager of public affairs at California State U. at Los Angeles, to director of the office of public affairs.

Ellen L. Meyer, director of continuing education and special programs at Rhode Island School of Design, to president of Atlanta College of Art.

Bill Mohr, associate director of admissions at North Central College (Ill.), to director.

Betty J. Paulanka, chair of nursing science at U. of Delaware, to dean of the college of nursing.

James H. Pickering, interim senior vice-president for academic affairs at U. of Houston System, to senior vice-president for Continuing Higher Education Association for Continuing Higher Education.

Stephen K. Marmen, manager of human resource planning and development at Amoco Production Company (Chicago) and former professor of counselor education at U. of Colorado at Denver, has been elected president of American Society for Training and Development.

Ruth Purdie, professor of clinical ethics at Creighton U., has been named president-elect of American Society of Law and Medicine.

Ervin L. Wood, vice-president for student af-

Diane Timmerman Starks, businesswoman in Seguin, Tex., to director of alumni relations and coordinator of parents' activities at Texas Lutheran College.

Stuart Trinkle, associate director of admissions at Hollins College, to director.

Judith Valles, president of Golden West College, has announced her retirement, effective June 30.

Christine A. Valuckas, dean of continuing education and community services at Cecil Community College, to dean of financial services.

Edith Moore Whitman, director of development and public relations at Museum of the Confederacy (Richmond, Va.), to director of development for the school of nursing and the school of pharmacy at Medical College of Virginia of Virginia Commonwealth U.

Victor P. Furnish, professor of New Testament at Southern Methodist U., has been named president-elect of Society of Biblical Literature.

Maney F. Gashaw, associate dean of the Gonzaga Valley Regional Center of Education, to director of parent activities at Southern Methodist U.

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Ervin L. Wood, vice-president for student af-

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Miscellany

Don W. Howell, administrator assistant to U.S. Sen. David Pryor (D-Ark.), to executive vice-president for external affairs at Teachers Insurance and Annuity Association-College Retirement Equities Fund, effective March 1.

Kan Hope, director of the John D. and Catharine F. MacArthur Foundation Fellows Program, has announced his resignation, effective this summer.

Robert Patten, executive vice-president for external affairs at Teachers Insurance and Annuity Association-College Retirement Equities Fund, has announced his resignation, effective March 1.

Robert C. Riddle, professor of history at U. of California at San Diego, to director of research at Huntington Library, Art Collections, and Botanical Gardens.

Deaths

Harold H. Blevins, 66, professor emeritus of forestry at U. of California at Berkeley, died January 7 in Berkeley, Cal.

Don E. Cox, 36, former assistant baseball coach at U. of Maine, died January 21 in Westport, Me.

Ray A. Harlow Dammann, 56, professor of literature and film at Roger Williams College, died January 22 in Bristol, R.I.

John Farkota, 59, athletics director at U. of Dayton, died January 31 in Dayton, Ohio.

Ray E. Hatten, 62, professor of pediatrics and human development at Michigan State U., died January 27 in East Lansing, Mich.

W. James, 55, associate vice-chancellor for academic affairs at U. of Tennessee at Martin, died December 26 in Memphis.

Ray Unalut, 83, former president of North State U., died January 27 in Wichita, Kan.

Dr. Ben Alden A. McCall, 65, associate professor of classics and African literature at St. John's U. (Minn.), died January 7 in Minneapolis, Minn.

Paul Padden, 72, former coordinator of activities in the business school at Towson U., died January 24 in Needham, Mass.

James B. Rowe, 38, instructor of Italian at English at Pine Manor College, died January 17 in Boston.

Ray St. Pierre, 69, former professor of English at Florida Atlantic U., died January 23 in Tampa, Fla.

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CONFERENCES, WORKSHOPS, CALLS FOR PAPERS



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CCA Conference Coordinators
(303) 337-2077
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Women: Visions and abstracts of papers for possible presentation at the 6th Annual Interdisciplinary Conference.

Theme:
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Keynote Speaker: Annette Kolodny
Program Committee: Women's Studies Conference
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Coming Events

Continued from previous page

- 25-28: Student personnel.** Conference, Southeastern Association of College and University Student Personnel, Memphis, Tenn. Contact: Bill McDonald, (615) 471-1235.
- 28-29: Minorities.** "Promoting Hispanic Achievement in Higher Education: A Multicultural Perspective," annual conference, Hispanic Association for Higher Education of New Jersey, Trump Plaza Hotel, Atlantic City, N.J. Contact: Maria Perez, (908) 527-2797.
- 28-29: Minorities.** Annual meeting, Pennsylvania Black Conference on Higher Education, Penn Tower Hotel, Philadelphia. Contact: Alicia King, (215) 596-8532, fax (215) 895-1100.
- 28-March 1: Developmental education.** Annual conference, National Association for Developmental Education, San Antonio, Texas. Contact: Silvin Lujan, (512) 381-2585; Michael Burke, (214) 324-7169; or James Smith, (904) 675-6242.
- 27: Miami.** Regional meeting, College Music Society, University of Miami, Miami, Fla. Contact: cms, (407) 221-9616.
- 27-29: Minorities.** "Strengthening Our Voice," conference, Asian and Pacific Americans in Higher Education, Los Angeles, Calif. Contact: (714) 564-6141.
- 27-March 31: Aging.** Annual meeting, Association for Gerontology in Higher Education, Sheraton Harborplace Hotel, Baltimore, Md. Contact: (202) 429-9277.
- 27-March 31: Peace studies.** Annual meeting, Colorado Peace Association, University of Colorado, Boulder, Colo. Contact: (303) 492-7718.
- 27-March 31: Psychology.** "National Feminist Psychology Conference," Association for Women in Psychology, Long Beach, Calif. Contact: Patricia Rung, (213) 985-0222.
- 28-March 31: Broadcasting.** National convention for school and college-radio broadcasters, Intercollegiate Broadcasters System, New York City. Contact: Jeff Telus, (914) 565-6710, fax (914) 561-1932.

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- 28-March 31: Higher education.** "Workload and Productivity: New Definitions and Increasing Demands," meeting, National Education Association, San Diego, Calif. Contact: Christine Maitland, (202) 822-7162.
- 28: Drug abuse.** "Annual Intercollegiate Prevention Forum: Campuses and Communities—Partners in Preventing Alcohol and Other Drug Problems," San Diego Area Intercollegiate Consortium, University of San Diego, San Diego, Calif. Contact: Nancy Katsura, (619) 534-2324.
- 29-March 31: Business education.** "Going International: A Mid-Western Perspective," American Assembly of Collegiate Schools of Business, Marriott Mandalay Hotel at Las Colinas, Dallas, Texas. Contact: AACSB, Suite 220, 605 Old Bailey Road, St. Louis 63103, (314) 777-7777; (314) 872-8481.
- 29-March 31: Holocaust.** "Holocaust and Church Struggle: Religion, Power, and the Politics of Resistance," meeting, Seattle, Conn. Contact: H. G. Locke, University of Washington, Box 355040, Seattle 98195, fax (206) 543-1096.

MARCH

- 1-3: Business education.** "Foreign Language Acquisition: Integration into the Business Curriculum," workshop, American Assembly of Collegiate Schools of Business, Marriott Mandalay Hotel at Las Colinas, Dallas, Texas. Contact: AACSB, Suite 220, 605 Old Bailey Road, St. Louis 63103, (314) 777-7777; (314) 872-8481.
- 1-3: Community colleges.** National Teleconference, Association of Community College Trustees, Washington, D.C. Contact: ACTC, 1740 N Street, N.W., Washington 20036; (202) 775-4667.
- 1-3: Education research.** Annual meeting, Eastern Educational Research Association, Hilton Head, S.C. Contact: Martin Sharp, (803) 478-8299.
- 1-3: Fund raising.** "The Path to Success," seminar, Institute for Charitable Giving, Denver Marriott City Center Hotel, Denver, Colo. Contact: ICG, 501 North Michigan Avenue, Chicago 60611; (312) 222-9757, fax (312) 722-9411.
- 1-4: Higher education.** "Successful College Teaching and Administration," conference, University of Florida and Texas Tech University, Orlando, Fla. Contact: (904) 392-1701.
- 2-3: Business education.** "Foreign Internships: Developing Successful Programs," workshop, American Assembly of Collegiate Schools of Business, Marriott Mandalay Hotel at Las Colinas, Dallas, Texas. Contact: AACSB, (314) 872-8481.
- 2-3: Business officers.** "Total Quality Management," workshop, National Association of College and University Business Officers, San Diego, Calif. Contact: (619) 594-3040.
- 2-3: Management.** "Making the Optimal Use of Resources," workshop, National Association of College and University Business Officers, San Diego, Calif. Contact: (619) 594-3040.
- 2-4: Children.** "Improving Services for Children With Severe Emotional Disturbances and Their Families," conference, Research and Training Center for Children's Mental Health, Hyatt Regency Hotel, Tampa, Fla. Contact: (813) 974-4433.
- 2-4: Faculty.** "Developing a Comprehensive Faculty-Evaluation System: The Role of Peers, Students, and Supervisors in Evaluating College Faculty," workshop, Center for Educational Development and Assessment, San Francisco, Calif. Contact: CEDA, P.O. Box 172314, Memphis 38187-2314; (901) 683-9761, fax (901) 362-7668.
- 2-4: Marketing.** "Developing a Strategic Marketing Plan," workshop, Council for Advanced and Support of Education, Parc Fifty-Five Hotel, San Francisco, Calif. Contact: (415) 338-5900.
- 2-4: Management.** Management seminars, NCIEMS Management Services Inc., Adam's Mark Hotel, St. Louis, Conn. Contact: Arlene Barr, (303) 497-0338, (303) 497-0338.

Ash Wednesday

- 4: Minorities.** "Recruiting and Retaining Minority Students, Faculty, and Administrators: Strategies for the 90's," teleconference, Black Caucus in Higher Education, Cincinnati, Ohio. Contact: (703) 385-2901, fax (703) 385-1839.
- 4: Training.** "High-Performance Education: Meeting Performance Needs," teleconference, National Association of College Districts and Higher Education, Cincinnati, Ohio. Contact: Jeff Rudman, (214) 952-0332, fax (214) 952-0329.
- 4-7: Allied health.** "Improving the Health Status of Americans in the 21st Century," annual conference, National Society of Allied Health, Washington, D.C. Contact: Elaine Atkinson, (202) 331-7398.
- 4-7: Computers and libraries.** "Computers in Libraries," conference and exhibition, Computers in Libraries magazine, Sheraton Washington Hotel, Washington, D.C. Contact: Meckler Conference Management, (800) 635-5337 or (202) 226-6967, fax (202) 454-5480.

- 4-7: English as a second language.** Annual convention and exposition, Teachers of English to Speakers of Other Languages, Vancouver, British Columbia, Canada. Contact: TESOL, (703) 836-0774, fax (703) 836-7864.
- 4-7: Science journals.** "Philosophical, Ethical, and Practical Aspects of Editing Refereed Science Journals," workshop, Vanderbilt University, Nashville, Tenn. Contact: Conference of Editors, Box 6008 Station B, Vanderbilt University, Nashville, Tenn. 37235; (615) 322-2923, fax (615) 343-8645.
- 4-7: Women.** "Colors of the Heart: Building Community Caring for Self," annual conference, National Association for Women in Education, Saint Anthony Hotel, San Antonio, Texas. Contact: (202) 659-9330, fax (202) 457-0946.
- 5: Minorities.** "Student-College Interview Session," Southeastern Regional Office of National Scholarship Service and Fund for Negro Students, Palmer House and Towers Hotel, Chicago, Contact: (404) 877-3990.
- 5: Philosophy.** "Diversity and the Canons of Culture: National Identity and Ethnic Diversity," meeting, Greater Philadelphia Philosophy Consortium, Villanova University, Villanova, Pa. Contact: Mary Donohue, Thomas Library, Mary College, Bryn Mawr, Pa. 19010.
- 5: Psychology.** "Conference on Applied Cognitive Psychology: Cognitive Development in Context," Claremont Graduate University, Claremont, Calif. Contact: Dale Berger, (714) 921-0884, fax (714) 621-8390.
- 5-8: Technology.** Annual conference, Office Systems Research Association, Holiday Inn-Riverside, San Antonio, Texas. Contact: OSRA, (314) 915-4487.
- 7-8: Women.** "Leadership Development Program for Women in Higher Education," National Institute for Leadership Development, Phoenix, Contact: NILD, (602) 223-4290.
- 8-11: Business officers.** "Executive Leadership Institute," National Association of College and University Business Officers, Jacksonville, Fla. Contact: (202) 86-3250.
- 8-11: Alumni.** "Alumni Workshop Series," Council for Advancement and Support of Education, Forum Hotel, Chicago, Contact: (202) 328-5900.
- 8-11: Educational institutions.** "Society and Violence: Justice System Response," conference, University of Illinois, Chicago, Contact: Nancy Taylor, (312) 996-3200.
- 8-11: Fund raising.** "Advanced Planning and Development," Council for Advancement and Support of Education, Washington, D.C. Contact: (202) 328-5900.
- 8-12: Computers.** "Computer-Assisted Design and Engineering Workstations Application," National Computer Graphics Association, Anaheim Convention Center, Anaheim, Calif. Contact: NCGA, (703) 698-9600, fax (703) 560-2732.

- 2-3: Business officers.** "Total Quality Management," workshop, National Association of College and University Business Officers, San Diego, Calif. Contact: (619) 594-3040.
- 2-3: Management.** "Making the Optimal Use of Resources," workshop, National Association of College and University Business Officers, San Diego, Calif. Contact: (619) 594-3040.
- 2-4: Children.** "Improving Services for Children With Severe Emotional Disturbances and Their Families," conference, Research and Training Center for Children's Mental Health, Hyatt Regency Hotel, Tampa, Fla. Contact: (813) 974-4433.
- 2-4: Faculty.** "Developing a Comprehensive Faculty-Evaluation System: The Role of Peers, Students, and Supervisors in Evaluating College Faculty," workshop, Center for Educational Development and Assessment, San Francisco, Calif. Contact: CEDA, P.O. Box 172314, Memphis 38187-2314; (901) 683-9761, fax (901) 362-7668.
- 2-4: Marketing.** "Developing a Strategic Marketing Plan," workshop, Council for Advanced and Support of Education, Parc Fifty-Five Hotel, San Francisco, Calif. Contact: (415) 338-5900.
- 2-4: Management.** Management seminars, NCIEMS Management Services Inc., Adam's Mark Hotel, St. Louis, Conn. Contact: Arlene Barr, (303) 497-0338, (303) 497-0338.

- 4: Minorities.** "Recruiting and Retaining Minority Students, Faculty, and Administrators: Strategies for the 90's," teleconference, Black Caucus in Higher Education, Cincinnati, Ohio. Contact: (703) 385-2901, fax (703) 385-1839.
- 4: Training.** "High-Performance Education: Meeting Performance Needs," teleconference, National Association of College Districts and Higher Education, Cincinnati, Ohio. Contact: Jeff Rudman, (214) 952-0332, fax (214) 952-0329.
- 4-7: Allied health.** "Improving the Health Status of Americans in the 21st Century," annual conference, National Society of Allied Health, Washington, D.C. Contact: Elaine Atkinson, (202) 331-7398.
- 4-7: Computers and libraries.** "Computers in Libraries," conference and exhibition, Computers in Libraries magazine, Sheraton Washington Hotel, Washington, D.C. Contact: Meckler Conference Management, (800) 635-5337 or (202) 226-6967, fax (202) 454-5480.

- 4-7: English as a second language.** Annual convention and exposition, Teachers of English to Speakers of Other Languages, Vancouver, British Columbia, Canada. Contact: TESOL, (703) 836-0774, fax (703) 836-7864.
- 4-7: Science journals.** "Philosophical, Ethical, and Practical Aspects of Editing Refereed Science Journals," workshop, Vanderbilt University, Nashville, Tenn. Contact: Conference of Editors, Box 6008 Station B, Vanderbilt University, Nashville, Tenn. 37235; (615) 322-2923, fax (615) 343-8645.
- 4-7: Women.** "Colors of the Heart: Building Community Caring for Self," annual conference, National Association for Women in Education, Saint Anthony Hotel, San Antonio, Texas. Contact: (202) 659-9330, fax (202) 457-0946.
- 5: Minorities.** "Student-College Interview Session," Southeastern Regional Office of National Scholarship Service and Fund for Negro Students, Palmer House and Towers Hotel, Chicago, Contact: (404) 877-3990.
- 5: Philosophy.** "Diversity and the Canons of Culture: National Identity and Ethnic Diversity," meeting, Greater Philadelphia Philosophy Consortium, Villanova University, Villanova, Pa. Contact: Mary Donohue, Thomas Library, Mary College, Bryn Mawr, Pa. 19010.
- 5: Psychology.** "Conference on Applied Cognitive Psychology: Cognitive Development in Context," Claremont Graduate University, Claremont, Calif. Contact: Dale Berger, (714) 921-0884, fax (714) 621-8390.
- 5-8: Technology.** Annual conference, Office Systems Research Association, Holiday Inn-Riverside, San Antonio, Texas. Contact: OSRA, (314) 915-4487.
- 7-8: Women.** "Leadership Development Program for Women in Higher Education," National Institute for Leadership Development, Phoenix, Contact: NILD, (602) 223-4290.
- 8-11: Business officers.** "Executive Leadership Institute," National Association of College and University Business Officers, Jacksonville, Fla. Contact: (202) 86-3250.
- 8-11: Alumni.** "Alumni Workshop Series," Council for Advancement and Support of Education, Forum Hotel, Chicago, Contact: (202) 328-5900.
- 8-11: Educational institutions.** "Society and Violence: Justice System Response," conference, University of Illinois, Chicago, Contact: Nancy Taylor, (312) 996-3200.
- 8-11: Fund raising.** "Advanced Planning and Development," Council for Advancement and Support of Education, Washington, D.C. Contact: (202) 328-5900.
- 8-12: Computers.** "Computer-Assisted Design and Engineering Workstations Application," National Computer Graphics Association, Anaheim Convention Center, Anaheim, Calif. Contact: NCGA, (703) 698-9600, fax (703) 560-2732.

- 10-11: Grantsmanship.** "The Dynamic Grants Office: How to Lead Your Organization to Grantwriting Success," seminar, Capitol Publications Inc., Omni Park Central Hotel, New York, Contact: (800) 836-0732.
- 10-12: Personnel.** "College Teacher Interview," workshop, San Gallip, Lincoln, Neb. Contact: Cheryl L. Beamer, (800) 296-8592.
- 10-13: Educational opportunity.** Policy seminars, National Council of Educational Opportunity Association, Holiday Inn-Capitol, Washington, D.C. Contact: (202) 347-7430.
- 11-12: Faculty.** "Evaluating College Faculty," seminar, Kansas State University, Denver, Contact: Center for Faculty Evaluation and Development, (800) 255-2757 or (913) 532-5970, fax (913) 532-5671.
- 11-12: Fund raising.** "Grantwriting and Foundation Funding," seminar, Nova University, Fort Lauderdale, Fla. Contact: Nova University, Office of Continuing Education, 201 Mallman-Hollywood Building, 3301 College Avenue, Fort Lauderdale, Fla. 33314.
- 11-13: Computers.** "Computer-Virus and Security Conference," Data Processing Management Association and other sponsors, Marriott Marquis and Summit Hotel, New York, Contact: DPMMA, Flound Industries, Chapter, Box 894, New York 10268; (800) 835-2246.
- 11-13: Institutional advancement.** "Writing Winning Proposals," workshop, Council for Advancement and Support of Education, Sheraton Fisherman's Wharf Hotel, San Francisco, Calif. Contact: (415) 398-5088.
- 11-14: Multicultural programs.** "Cultural Awareness Training Institute," Leadership Training Institute, Leadership Rhyne College, Washington, Contact: Jackie Brown, (704) 328-7353 or (704) 327-1957, or (800) 869-1794.
- 11-14: Philosophy.** Regional meeting, Society of Christian Philosophers, Provo, Utah, Contact: David L. Paulsen, Department of Philosophy, Brigham Young University, Provo, Utah 84602.
- 11-14: Renaissance studies.** "Renaissance Studies," symposium, California State University, Fullerton, Calif. Contact: Edward Maine, Philosophy Department, California State University, Fullerton, Calif. 92634-9480.
- 11-14: Planning.** "Planning Ideas and Issues," annual conference, National Mountain Society for College and University Planning, Denver, Contact: Dan Paulsen, (812) 333-1916.
- 11-15: Voluntary and non-profit organizations.** International conference on research on voluntary and non-profit organizations, Indiana University and other sponsors, Indianapolis, Contact: Center on Philanthropy, (317) 274-4300, fax (317) 274-4300.
- 12: Legal issues.** "Hot Topics: Gangs, Security Act," conference, National Association of College and University Attorneys, Adolphus Hotel, Dallas, Texas. Contact: Annunzio Rourke, Meetings Manager, NACUA, Suite 620, One Dupont Circle, Washington 20036; (202) 833-1950, fax (202) 296-8379.
- 12-14: Multicultural studies.** "The Black Family: Black Men in the African Diaspora," conference, University of Louisville, Louisville, Ky. Contact: Joseph H. McMillan, (502) 588-0588.
- 12-14: Multicultural studies.** "Cultural Awareness Training Institute," Leadership Training Institute, Leadership Rhyne College, Washington, Contact: Jackie Brown, (704) 328-7353 or (704) 327-1957, or (800) 869-1794.
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CONFERENCES

The Fund for Theological Education, Inc. Conference for Black Undergraduate Students April 3-5, 1992

A conference will be held in Washington, DC (beginning 6:00 p.m. on Friday and ending at 2:00 p.m. Sunday) for qualified college juniors and seniors who may be potential candidates for The Fund for Theological Education's (FTE) Black Doctoral Scholarship Program.

The Conference is designed to provide a unique experience for a select number of African American students open to considering doctoral studies for the Ph.D. or Ed.D. in religion or theology. The objective of the Conference is to assist students in obtaining direction and clarity about opportunities and challenges for teachers and scholars in the field of religion and theology. The conference leaders will be teachers and scholars in the field of religion.

Applicants must be nominated by their college, professor, administrator, or chaplain. **Deadline for nominations is February 21.** Application information will be sent to nominees by The FTE. Participant's conference expenses will be covered by The FTE.

For further information contact the
Executive Director
The Fund for Theological Education, Inc.
475 Riverside Drive
Suite 832
New York, New York 10015
(212) 870-2058

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- ants, Washington, Contact: (202) 885-512 or (703) 256-1562.
- 12-13: Teacher education.** Annual meeting, Society for Technology and Teacher Education, Marriott Hotel-Capitol, Education, Contact: Association for the Advancement of Computing in Education, P.O. Box 2964, Charlottesville, Va. 22902; (804) 973-3967, fax (804) 973-1499.
- 12-13: Technical education.** Annual meeting, American Technical Education Association, Hilton at the Circle Hotel, Indianapolis, Contact: Betty Krump, A.T.E.A. College Street, Washington, N.D. 58078; (701) 671-2240.
- 12-13: Technology and values.** "Exploring in Neuroscience, Psychology, and Psychiatry: From Neurobiology to Narrative," conference on technology and values, University of Notre Dame, Notre Dame, Ind. Contact: Edward Manier, 314 Peace, University of Notre Dame, Notre Dame, Ind. 46556.
- 12-13: Women's studies.** Annual conference, Southeastern Women's Studies Association, Tampa, Fla. Contact: Janice Good, (813) 974-3496.
- 12-13: Labor studies.** "New Directions in Worker-Management Relations: U.S. and U.S.S.R.," conference, Hofstra University, Hempstead, N.Y. Contact: (516) 483-5669.
- 12-13: Copyrights.** Workshop on copyright law and its impact on libraries, University of North Carolina, Chapel Hill, N.C. Contact: Conferences and Institutes, University of North Carolina, Campus Box 1020, Friday Center, Chapel Hill, N.C. 27599-1020; (919) 962-2643.
- 12-14: Faculty.** "Understanding and Dealing With Difficult Faculty," seminar, Kansas State University, Denver, Contact: Center for Faculty Evaluation and Development, (800) 255-2757 or (913) 532-5970, fax (913) 532-5671.
- 12-14: Legal issues.** "Employment Law on a Changing Campus," workshop, National Association of College and University Attorneys, Adolphus Hotel, Dallas, Texas. Contact: Annunzio Rourke, Meetings Manager, NACUA, Suite 620, One Dupont Circle, Washington 20036; (202) 833-1950, fax (202) 296-8379.

INSTITUTES, WORKSHOPS

- March 3: Art.** Applications for participation in an institute, "The Art of Image and Secular," to be held in June and July in New York. Contact: Vanya DeLeon, Art History Department, Columbia University, New York 10027.

1992	March							1992
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	29	30	31					

- March 3: Classical studies.** Applications for participation in the Classical Summer School, to be held in June and July in Rome. Contact: American Academy in Rome, 491 East 85th Street, New York 10021-6508; (212) 517-4200.
- March 3: Humanities.** Applications from faculty members for participation in summer seminars for college teachers, Contact: Michael H. Hill, Division of Fellowships and Seminars, National Endowment for the Humanities, Room 316-KM, 1100 Pennsylvania Avenue, N.W., Washington 20506; (202) 786-0463.
- March 3: Asian literature.** Applications for participation in an institute on modern Southeast Asian literature in translation, to be held in June and July in Ann Arbor, Mich. Contact: Center for South and Southeast Asian Studies, 130 Lane Hall, University of Michigan, Ann Arbor, Mich. 48109-1290. (This is an extension of the deadline announced earlier.)
- March 3: Historical archaeology.** Applications for participation in a summer institute in historical archaeology, Contact: Robert W. Wharton, Executive Director, Flowerdew Hundred Foundation, 1617 Flowerdew Hundred Road, Hopewell, Va. 23860; (804) 541-8897.

PAPERS

- March 3: AIDS trials.** Manuscripts on the theme "The Politics of AIDS," for

Point of View

By Gerald Graff

RECENT LITERARY THEORY has had many harsh critics, and I was once one of the harshest. Perhaps in spite of myself, however, literary theory has profoundly changed the way I teach.

Since the mid-1960's, I have frequently taught Joseph Conrad's *Heart of Darkness*. When I first assigned the novella in 1966 or 1967, I taught it in much the way that it had been taught to me in college in the late 1950's, as a profound meditation on a universal moral theme. I presented Conrad's story of the destruction of the idealistic trader Mr. Kurtz as a universal parable of the precarious status of civilized reason in a world too confident it has outgrown the seductions of the primitive and the irrational.

Recent literary theory teaches us that what we don't see enables and limits what we do see. My reading of *Heart of Darkness* as a universal parable of reason and unreason allowed me to see certain things in the novel that I still think are important. But it also depended on my not seeing certain things or not treating them as worth thinking about.

Of little interest to me, for example, was the fact that Conrad sets the novella in the Congo in the high period of European colonialism or that he chooses subjugated black Africans to represent the primitive, irrational forces that are Kurtz's undoing. That Conrad chose black Africa to represent primitive impulse was, I thought, incidental to his main intention, which was to make a statement about the human condition that transcends mere matters of geography and race.

It did not occur to me that black readers of the work might not have the luxury of dismissing the question of race so easily, and the small number of black students in my classes at that time helped guarantee that the question never came up. Political issues like the subjugation of black Africans might interest historians, sociologists, and political scientists, but in teaching literature such issues were at best of ancillary interest.

Today I teach *Heart of Darkness* very differently. One critical work that caused me to change was an essay by the Nigerian novelist Chinua Achebe, "An Image of Africa: Racism in Conrad's *Heart of Darkness*." Mr. Achebe argues that Conrad's presentation of black Africa is thoroughly racist. And he is able to accumulate an uncomfortable number of quotations from the novel and from Conrad's letters and diaries that make it painfully clear how cruelly stereotyped Conrad's thinking about the black Africa is.

Mr. Achebe argues that Conrad reduces Africa to a mere "setting and backdrop which eliminates the African as human factor" and directs all our attention instead to the tragedy of the white imperialist Kurtz. As Mr. Achebe puts it, "Can no one see the preposterous and perverse arrogance in thus reducing Africa to the role of props for the breakup of one petty European mind?"

The real issue, Mr. Achebe says, "is the dehumanization of Africa and Africans. . . . And the question is whether a novel which celebrates that dehumanization, which depersonalizes a portion of the human race, can be called a great work of art. My answer is: No, it cannot."

After reading Mr. Achebe's essay, I could not teach *Heart of Darkness* as I did before. It was not that he convinced me that *Heart of Darkness* is totally racist—in fact, he didn't. What he did convince me of was that Conrad's assumptions about race are not simply an extraneous or non-literary element of the novel, but something that the novel's literary and aesthetic effect depends upon. In this sense, Conrad's novel is not a disinterested work of art but a text that has played an active role in constructing the Western image of black Africa and in justifying the West's political and economic treatment of black Africa.

In short, Mr. Achebe's essay forced me to rethink my theoretical assumptions about literature. First, I was forced to recognize that I had theoretical assumptions. I had previously thought I was simply teaching the truth about *Heart of Darkness*, "the text itself." I

What Has Literary Theory Wrought?



ELLEN VARDON FOR THE CHRONICLE

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When I assign *Heart of Darkness* to undergraduates now, I also assign the Achebe essay. I don't, however, simply teach his interpretation as correct; I ask my students to weigh it against competing interpretations. Nor do I simply discard my former reading of the novel as a contemplation of universal truths about the human soul. I assign another critical essay that advances that interpretation. I also assign essays by critics who take issue with Mr. Achebe, conceding that he is right about Conrad's racism and colonialism but arguing—and I agree with them—that he overlooks the powerful critique of racism and colonialism that coexists in the novel with these more sinister attitudes.

After reading Conrad we read Mr. Achebe's novel, *Things Fall Apart*. When you come to this novel after reading his essay on Conrad, it is hard to avoid reading it—and the very different view of Africa it presents—as an answer to Conrad. It is as if the Nigerian writer were attempting to wrest the power to represent Africa away from the great European, testifying again to the way aesthetic representations are involved in struggles for power.

Finally, I supplement those materials with several short essays presenting opposing sides in the debate over the place or non-place of politics in art. I also invite conservative colleagues into my class to debate the issues with me and my students. To make sure that my students enter the debate rather than watch passively from the sidelines, I usually assign a paper or ask them to present their own positions in class.

In short, I now teach *Heart of Darkness* as part of a critical debate about how to read it, which in turn is part of a larger theoretical debate about how politics and power affect the way we read literature. With such an approach I think I am following the dominant trend in contemporary theory, which is not to reduce literary works to transparent expressions of ideology. That is the impression that has been given by critics, whose hostility to current theory exceeds their willingness to read it.

The most influential recent theories say that literature is a scene of contradictions that cannot be sub-

sumed under any "totalizing" system or ideology. The only critic of literary theory I know who gets this right is Frederick Crews, professor of English at the University of California at Berkeley. In an essay called "The Strange Fate of William Faulkner," in the March 7, 1991, issue of *The New York Review of Books*, Mr. Crews accurately summarizes recent theorists as saying "that literature is a site of struggle whose primary conflicts, both intrapsychic and social, deserve to be brought to light rather than homogenized into notions of fixed authorial 'values.'" Mr. Crews presents a model of what a scrupulous critique of current theory should look like: He shows how at its worst this kind of theory simply replaces the clichés and predictable readings of earlier critical schools with a new set of clichés and predictable readings, but how at its best it has revitalized fields such as the study of William Faulkner's work.

What, then, has theory wrought for my own teaching of literature? Teaching *Heart of Darkness* as I now do does constitute a "politicized" way of teaching, for it puts ideological conflicts at the center of literary works and of the conflicts over interpretation. Yet contrary to the charge that such an approach lowers academic standards, introducing ideological conflicts seems to me to have made my course more challenging, not less. Theory seems to have raised the academic standards of my course considerably; my students now have to be more reflective about their assumptions than before, and they must take part in a set of complex debates that I previously hadn't expected them to.

Students don't seem to feel that the interpretive and theoretical debate distracts them from close reading of literature itself. On the contrary, I believe that the debate over the critiques of Mr. Achebe and others forces them to pay closer attention to the verbal and stylistic texture of *Heart of Darkness* than they would otherwise. Theory is not something *added on*, to talk about if there's time left over after you've finished teaching the work itself; it is a reflection on what is being assumed while you teach the work.

Nor has any student complained that reading Conrad alongside a non-Western writer "dilutes" the Western tradition, as so many conservatives charge. On the contrary, students have told me they felt Mr. Achebe's novel gave them a better grasp of Conrad's "Westernness," since they had something to compare it with.

I believe that all sides are being political in the dispute over literature, theory, and other educational issues today; the neo-conservatives' pretense that it is only their opponents who are acting politically is pure hypocrisy. The real question we should be addressing is not who is being political but whose politics are *better*—better grounded in truth and justice.

FOR IT DOES NOT FOLLOW that once you say that a statement is "political" or "ideological," you have undermined its truth. What I have been arguing here is deeply political but no less true for that fact. Nor does it follow that raising political issues and taking positions on them in class mean forcing my students to conform.

I believe the way to turn what is now an ugly scene of anger and recrimination into a useful and productive debate is to bring our present disagreements into our classrooms. The way to protect students from intimidation by dogmatists of the left, the right, and the center is to expose them to the debates among these factions. We are already implicitly teaching these conflicts every time a student goes from one course or department to another; we should start doing it in a way that enables students to experience and enter the debate.

I recognize how difficult this can be when there is so much hatred and acrimony in the air, but the hatred and acrimony seem to me all the more reason for channeling the debate into the orderly forums of the classroom.

Gerald Graff is professor of English at the University of Chicago. This article is adapted from a speech at a meeting of the National Association of Scholars.

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ILLUSTRATION BY THE CHRONICLE

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sumed under any "totalizing" system or ideology. The only critic of literary theory I know who gets this right is Frederick Crews, professor of English at the University of California at Berkeley. In an essay called "The Strange Fate of William Faulkner," in the March 7, 1991, issue of *The New York Review of Books*, Mr. Crews accurately summarizes recent theorists as saying "that literature is a site of struggle whose primary conflicts, both intrapsychic and social, deserve to be brought to light rather than homogenized into notions of fixed authorial 'values.'" Mr. Crews presents a model of what a scrupulous critique of current theory should look like: He shows how at its worst this kind of theory simply replaces the clichés and predictable readings of earlier critical schools with a new set of clichés and predictable readings, but how at its best it has revitalized fields such as the study of William Faulkner's work.

What, then, has theory wrought for my own teaching of literature? Teaching *Heart of Darkness* as I now do does constitute a "politicized" way of teaching, for it puts ideological conflicts at the center of literary works and of the conflicts over interpretation. Yet contrary to the charge that such an approach lowers academic standards, introducing ideological conflicts seems to me to have made my course more challenging, not less. Theory seems to have raised the academic standards of my course considerably; my students now have to be more reflective about their assumptions than before, and they must take part in a set of complex debates that I previously hadn't expected them to.

Students don't seem to feel that the interpretive and theoretical debate distracts them from close reading of literature itself. On the contrary, I believe that the debate over the critiques of Mr. Achebe and others forces them to pay closer attention to the verbal and stylistic texture of *Heart of Darkness* than they would otherwise. Theory is not something added on, to talk about if there's time left over after you've finished teaching the work itself; it is a reflection on what is being assumed while you teach the work.

Nor has any student complained that reading Conrad alongside a non-Western writer "dilutes" the Western tradition, as so many conservatives charge. On the contrary, students have told me they felt Mr. Achebe's novel gave them a better grasp of Conrad's "Westernness," since they had something to compare it with.

I believe that all sides are being political in the dispute over literature, theory, and other educational issues today; the neo-conservatives' pretense that it is only their opponents who are acting politically is pure hypocrisy. The real question we should be addressing is not who is being political but whose politics are better—better grounded in truth and justice.

FOR IT DOES NOT FOLLOW that once you say that a statement is "political" or "ideological," you have undermined its truth. What I have been arguing here is deeply political but no less true for that fact. Nor does it follow that raising political issues and taking positions on them in class mean forcing my students to conform.

I believe the way to turn what is now an ugly scene of anger and recrimination into a useful and productive debate is to bring our present disagreements into our classrooms. The way to protect students from intimidation by dogmatists of the left, the right, and the center is to expose them to the debates among these factions. We are already implicitly teaching these conflicts every time a student goes from one course or department to another; we should start doing it in a way that enables students to experience and enter the debate.

I recognize how difficult this can be when there is so much hatred and acrimony in the air, but the hatred and acrimony seem to me all the more reason for channeling the debate into the orderly forums of the classroom.

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